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ABSTRACT

This teacher guide is meant to provide a rationale for an assessment model for Spanish writing. A wide variety of bilingual and English-as-a-Second-Language (ESL) programs have emerged to meet this challenge, and writing is integral to these approaches because learning to write well in Spanish is often the key to academic success in English. Changing demographics, the history of bilingual education in the United States, and the research that supports instruction in native language all point to the importance of a new Spanish model. The guide also includes the characteristics of effective Spanish writing, rubrics for scoring student performance based on these characteristics, and student writing samples--all from the work of bilingual and ESL teachers in the field. Also included are classroom applications and strategies for teaching Spanish writing. There are three appendices: "Scoring Guides for Sample Papers"; "Project Methodology"; and "Bibliography" and four tables: "Growth of Total U.S. Student Enrollment and LEP Enrollment"; Growth of Total Northwest Student Enrollment and LEP Enrollment"; "Number and Percentage of Northwest LEP Students Who Speak Spanish"; and "Possible Sources of Bias and Distortion in Student Assessments." Numerous figures, diagrams, illustrations, and 130 print and Web references are included. (KFT)

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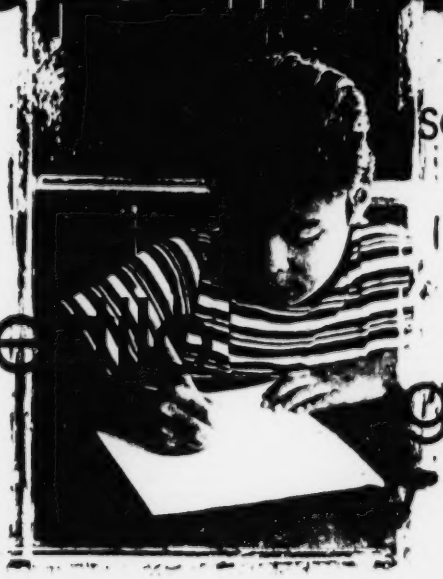

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CREATING WRITERS: SPANISH

HACIENDO ESCRITORES: ESPAÑOL

July 2000

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Table of Contents

Page

Introduction i

Changing Demographics 1

The History of Bilingual Education 5

The Benefits of Spanish Language Instruction 11

Characteristics of High Quality Assessment 21

Assessment Options for Spanish Speaking ELLs 29

A Better Option: Dual Assessment Development 37

The Traits of Effective Spanish Writing: Las características 41

How the Spanish Traits Relate to the English 6+1 Traits™ 45

Rúbricas para evaluación 53

Student Writing Samples 63

- Tema 64
- Organización 76
- Tono y estilo 79
- Uso de lenguaje 89
- Fluidez 96
- Gramática y ortografía 99

Classroom Applications and Strategies for Teaching Spanish Writing 107

Conclusion 109

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Page

Appendix A: Scoring Guides for Sample Papers 111

Appendix B: Project Methodology 121

Appendix C: Bibliography 129

Tables

Table 1: Growth of Total U.S. Student Enrollment and LEP Enrollment 1

Table 2: Growth of Total Northwest Student Enrollment and LEP Enrollment 3

Table 3: Number and Percentage of Northwest LEP Students Who Speak Spanish 4

Table 4: Possible Sources of Bias and Distortion in Student Assessments 28

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Introduction

> *Anyone who has studied or even encountered a second language immediately recognizes that the second language differs from his or her own in that it uses a different vocabulary to represent individual thoughts, ideas, or information. A person who has tried to learn a second language solely by learning word lists soon comes face to face with the reality that simply stringing words together does not necessarily communicate.*
>
> (Hargett, 1998)

Linguistic diversity is growing in many of our nation's schools. In 1996, the National Clearinghouse for Bilingual Education reported that there were 3.5 million students who were not fully proficient in English, 75 percent of whom spoke Spanish at home. Research indicates that if these students are able to read and write in Spanish as well as English, their transition to English will be easier, and they will have a cognitive advantage over students who are literate in only one language. As a result, more and more schools are adopting bilingual models that include the teaching of both English and Spanish, such as two-way immersion bilingual classes or late-exit transitional bilingual classes. Unfortunately, the resources for these classes are often scarce, and teachers (who may not be completely fluent) frequently face significant challenges in teaching Spanish.

More than a decade ago, the Northwest Regional Educational Laboratory (NWREL) developed a tool for the instruction and assessment of writing: *Creating Writers (6+1 Traits of Writing).* NWREL also developed programs for reading and oral communication. While these resources are excellent for use with the English language, the same results could not be achieved with direct translations into Spanish because Spanish language patterns differ from those in English. As a result, NWREL has developed *Creating Writers: Spanish,* a Spanish writing program based on research and an indepth analysis of Spanish writing, ideally to be followed by reading and oral communication.

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The growing numbers of students with non-English backgrounds in our schools are being referred to as English language learners (ELLs) or limited English proficient (LEP) students. The U.S. government refers to students who are learning English as LEP and to students who have then attained proficiency in English as fully English proficient (FEP). We believe the terms LEP and ELL are synonymous, but for our purposes, we prefer to use the term English language learner (ELL) whenever possible, because it does not imply a deficiency in the same way that "limited" does.

Spanish, in particular, is now commonly heard in classrooms and playgrounds throughout the United States. As a result, schools are struggling to provide the instruction that will most effectively help Spanish-speaking students both become literate in English and learn academic content. A wide variety of bilingual and English as a Second Language (ESL) programs have emerged to meet this challenge. Writing is integral to these approaches, and learning to write well in Spanish is often the key to academic success in English.

Creating Writers: Spanish includes the rationale for creating an assessment model for Spanish writing. The changing demographics, the history of bilingual education in the United States, and the research that supports instruction in native language all point to the importance of a new Spanish model. *Creating Writers: Spanish* also provides an overview of the components of high quality assessment for any subject area, but particularly for Spanish writing. Finally, *Creating Writers: Spanish* includes the characteristics of effective Spanish writing, rubrics for scoring student performance based on the characteristics, and student writing samples—all from the work of bilingual and ESL teachers in the field.

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Changing Demographics

Across the United States

The United States is a linguistically diverse nation, and all across the country, significant numbers of students do not speak English as their first language. In some states, close to 25 percent of students do not speak English fluently (Macias & Kelly, 1996). Numbers are particularly high in the Southwest. During the 1996-97 school year, there were 3.5 million ELL students enrolled in grades K-12 across the United States. Estimates for the 99-00 school year are 4.2 million ELL students (National Center for Bilingual Education, 2000). The following chart shows the enrollment trends for all K-12 students and for LEP students in grades K-12 in the United States.

Table 1: Growth of Total U.S. Student Enrollment and LEP Enrollment

Year	Total Enrollment	Growth from 89-90	LEP Enrollment	Growth from 89-90
1989-90	40,608,842		2,030,451	
1990-91	42,553,764	4.8%	2,198,778	8.3%
1991-92	42,790,993	5.4%	2,429,815	19.7%
1992-93	44,444,939	9.4%	2,620,747	29.1%
1993-94	45,443,389	11.9%	3,037,922	49.6%
1994-95	47,745,835	17.6%	3,184,696	56.8%
1995-96	47,582,665	17.2%	3,228,799	59.0%
1996-97	46,375,422	14.2%	3,452,073	70.0%
1997-98*	47,085,936	15.9%	3,725,586	83.5%
1998-99*	46,743,604	15.1%	3,937,291	93.9%
1999-00*	46,139,064	13.6%	4,148,997	104.3%

* Estimates (National Center for Bilingual Education, 2000)

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Because many immigrant families move frequently and do not always receive the services to which they are entitled, some researchers claim the above figures represent an undercounting of the appropriate populations and vastly underestimate the true numbers. According to the Council of Chief State School Officers, there may have been as many as 5.3 million ELLs in 1993 (Hopstock & Bucaro, 1993). In either case, estimates are that about 75 percent of the ELL population speak Spanish at home as their native langauge.

Number of Districts Affected

Contrary to what might be assumed, ELLs are not only concentrated in a few urban or Southwest districts. Forty-three percent of school districts across the United States enroll English language learners. In some states, 75 percent of districts are affected (Hopstock & Bucaro, 1993). How to best educate ELLs is a challenge for educators and policymakers everywhere.

In the Northwest

The number of students in the United States who do not speak English as their first language has increased dramatically in recent years in almost every state, including those in the Northwest. The following chart shows the changes between the 1989-90 school year and the 1996-97 school year for the Northwest states.

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Table 2: Growth of Total Northwest Student Enrollment and LEP Enrollment					
State	Year	Total Enrollment	Growth from 89-90	LEP Enrollment	Growth from 89-90
Alaska	1989-90	117,749		11,489	
	1996-97	130,079	10.5%	34,942	204.1%
Idaho	1989-90	192,154		3,440	
	1996-97	215,138	12.0%	12,257	256.3%
Montana	1989-90	160,644		6,286	
	1996-97	176,544	9.9%	9,021	43.5%
Oregon	1989-90	512,732		7,557	
	1996-97	579,939	13.1%	33,559	344.1%
Washington	1989-90	903,321		23,461	
	1996-97	1,050,261	16.3%	55,773	137.7%

(National Center for Bilingual Education, 2000)

Number Who Speak Spanish

Although many languages are spoken in the United States in addition to English (Vietnamese, Cantonese, Hmong, Russian, Navajo, etc.), Spanish is by far the most common. Furthermore, from 1990 to 2010, the U.S. population is expected to grow by 42 million, and Hispanics are expected to account for 47 percent of the growth (Farr & Trumball, 1997). Although students who identify themselves as Hispanic do not necessarily speak Spanish or have difficulties speaking English, the growth of Hispanics is an indication that there will also be more Spanish speakers. Spanish speakers will be a part of our school system for a long time. Many of these students, and those of other ethnic groups, function in a primary language other than English. As a nation, we must adopt the best ways to help these students learn English and perform at the highest possible levels of achievement.

In addition, Spanish is the most widely spoken language (after English) in the Northwest.

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Table 3: Number and Percentage of Northwest LEP Students Who Speak Spanish			
State	Year	Number of LEPs Speaking Spanish	% of LEP Enrollment Speaking Spanish
Alaska	1997-98	697	35.5%
Idaho	1997-98	11,447	86.8%
Montana	1997-98	Not Available	Not Available
Oregon	1997-98	13,977	61.1%
Washington	1997-98	34,099	59.9%

(National Center for Bilingual Education, 2000)

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The History of Bilingual Education

> *At all of the exemplary schools, the program for LEP students is an integral part of the entire school's restructuring effort. It is neither conceptually nor physically separate from the rest of the school. ... But at the exemplary schools, inclusion does not mean immersion. If LEP students are not instructed in a pull-out or add-on program, neither are they expected to sink or swim on their own in the regular all-English program. The exemplary schools have devised creative ways to both include LEP students centrally in the educational program and meet their needs for language instruction and modified curriculum. ... As a rule, schools recognize that literacy in their native language aids students in acquiring English. Thus the schools support—and where possible provide instruction in—students' native language.*
>
> (McLeod, 1995)

The Politics

Bilingual education has always been a controversial political issue. Although the vast majority of educational and linguistic research supports bilingual education, opponents argue that immigrants (and Native Americans) need to assimilate into American culture. Learning English is essential for them to fully participate in the economic and political life of the United States, and critics believe that bilingual programs that encourage maintenance of native languages hinder that participation. In the 21st century world economy, however, people who speak, read, and write more than one language are at an advantage, with their skills in high demand. "There is a bitter irony in the fact that an English-speaking student may earn college credit for learning to speak another language, while a language minority child is encouraged not to

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use, and therefore lose, the same skill" (Ada, 1986). The ability to speak more than one language should be valued in *all* our students. Contrary to the beliefs of many opponents of bilingual education, bilingual education does not encourage students to only learn in Spanish or other languages; rather, it is the best way to teach students English and academic content, as well as to maintain a native language.

As a nation of immigrants, the United States has always struggled to educate ELLs. Historically, different groups have set up their own schools to teach their native languages (e.g., German, Hebrew, Chinese). In 1884, New Mexico even passed a law allowing each school director to choose English or Spanish as the school's language of instruction (Arias & Casanova, 1993). At the same time, there has always been a tension between bilingual proponents and those who focus on assimilation and believe in teaching ELLs to speak, read, and write English as quickly as possible, often by any means necessary. In particular, policies became distinctly anti-immigrant and anti-bilingual during the period of high immigration around the turn of the century and with the onset of World War I when speaking the languages of our enemies was strongly frowned upon. In the late 1800s and early 1900s, Native Americans were also frequently enrolled in boarding schools in the West where speaking their native languages was prohibited and punished harshly. "In 1868, the Indian Peace Commission reported: 'In the difference of language to-day lies two-thirds of our trouble. ... Schools should be established, which children should be required to attend; their barbarous dialects should be blotted out and the English language substituted'" (Crawford, 1995).

Opposition to bilingual education continued to be strong throughout the mid-decades of the 20th century.

> Beginning in 1919, the Texas legislature made it a criminal offense to teach in any other language (although foreign language instruction was permissible in the upper grades). Children were likewise punished for speaking their native language anywhere at school, even on the playground. In the Rio Grande Valley, "Spanish detention," or being kept after school for using Spanish, persisted well into the late 1960s, according

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to an investigation by the U.S. Commission on Civil Rights" (Crawford, 1995).

In the 1980s, an "English-only" amendment was proposed to make English the official language and to prevent civic activities in other languages (Arias & Casanova, 1993). At the same time, however, researchers were completing significant studies showing the benefits of bilingual education, and educators were busy developing a wide variety of bilingual programs.

For more information, the following resources provide good narratives of the history of English Language Learners and U.S. schools: Arias & Casanova, 1993; Crawford, 1995; Fishman & Keller, 1982; and Deyhle & Swisher, 1997.

Legislative Action

Although opponents of immigration, and specifically bilingual education, have sought to eliminate the presence of other languages in our schools, ELLs and the need to educate them have not gone away. In fact, the issues have grown more pressing. Many educators and policymakers argue that English-only policies violate student rights, and legislation and lawsuits have begun to clarify those rights.

According to the 14th Amendment of the U.S. Constitution, all persons born or naturalized in the United States are entitled equal protection under the law. In 1964, Title VI of the Civil Rights Act further stated, "No person in the United States shall, on the ground of race, color, or national origin ... be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." Proponents of bilingual education used the Civil Rights Act to argue that students were not receiving the education entitled to them because of their language needs.

In the 1960s, with the era of desegregation, policymakers noted that ELLs, particularly Hispanics, were suffering from some of the same problems of low academic achievement and high dropout rates as their African American counterparts, yet traditional programs to help African Americans were not

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having the same impact with Hispanic students. "As it was argued for Black children, poverty was perceived as a major culprit of Chicano school failure. The increasing number of Chicano children who could not communicate in English, however, caused educators and legislators to question that perception" (Valencia, 1991). Simply addressing socioeconomic status was not enough.

Title VII of the Elementary and Secondary Education Act (ESEA) in 1965 provided federal funding for programs for English language learners, designed to encourage English proficiency and academic growth through native language support. A Health, Education and Welfare (HEW) memorandum, issued on May 25, 1970, further clarified the federal government's position regarding bilingual education: "Where inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."

In 1994, the Improving America's School Act, which reauthorized ESEA, specifically guarantees opportunities for bilingual students and requires that schools must assess how linguistically diverse students, as well as other students, are achieving on state performance standards (Navarette & Gustkee, 1996). Further, the 1994 reauthorization of ESEA set aside money for assessment services for linguistically diverse students. In addition, Title I, which provides supplemental financial assistance to improve the teaching and learning of children who are at risk of not meeting challenging academic standards and who reside in areas with high concentrations of children from low-income families, was opened up to provide that LEP students are eligible for Title I services on the same basis as other children selected to receive services. The act also included several grant programs designed to support bilingual education: Program Development and Implementation Grants, Comprehensive School Grants, and Systemwide Improvement Grants.

"Title VII currently provides funds to help serve over 441,000 LEP students annually through direct services by schools, community-based organizations and institutions of higher education. Since it was enacted, Title VII has

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provided instructional grants to over a thousand school districts" (www.ed.gov, 2000). The U.S. Department of Education's current priorities for the latest reauthorization of ESEA include helping to ensure that all teachers are well trained to teach LEP students, assisting local school districts that have rapidly growing numbers of LEP students, holding Title VII grantees accountable for results, focusing attention on the instruction of students with limited English proficiency, increasing school accountability for the performance of students with limited English proficiency, and empowering families with LEP children. Congress had not acted on these priorities and recommendations at press time.

Judicial Action

In addition to legislation, lawsuits have led to changes in ELL policy. In *Diana v. California State Board of Education* in 1970, nine Mexican American students sued the state because they were placed in special education classes after failing assessments that were conducted in English. "The court ruled the school districts of California were to test children in their primary language and to use non-verbal tests as well as extensive supportive data" (McLean, 1995). In *Lau v. Nichols* in 1974, a large number of Chinese Americans sued because they were placed in segregated English-only schools. The Supreme Court's unanimous decision mandated that education be provided for all students. The court ruled that equity of educational opportunity is not achieved by merely providing all students with "the same facilities, textbooks, teachers and curriculum [because] students who do not understand English are effectively foreclosed from any meaningful education" (NWREL, 1999). The court did not necessarily state that bilingual education was the answer, but it did clearly state during this time that "English-only" policies in schools were insufficient to meet student needs. "Public schools had to provide an education that was comprehensible to limited English proficient (LEP) students. Because the English language was the only vehicle of instruction, LEP children were being denied access to a meaningful educational experience" (Valencia, 1991). "The decision did not expressly endorse bilingual education, but it did legitimize and give impetus

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to the movement for equal educational opportunities for non-English speakers" (McLean, 1995).

Later court cases confirmed these decisions. *Serna v. Portales Municipal* in 1974 and *Rios v. Read*, New York in 1977 both affirmed that English language learners must have a comprehensible curriculum. *Rios v. Read, New York* went further to claim that "an inadequate program is as harmful as no program." The effectiveness and quality of the bilingual programs must be considered. In *Casteneda v. Pickard* in 1981, the court set guidelines for bilingual programs: (a) the school district must have a program based on educational theory recognized by experts in the field, (b) must actually implement the program, and (c) must show evidence that the program is successful after a legitimate trial. The Office of Civil Rights currently follows up on complaints to ensure that these guidelines are being met.

The following resources provide a good summary of legislative and judicial action on bilingual education: Web site of the Office of Bilingual Education and Minority Language Affairs, U.S. Department of Education; McLean, 1995; Crawford, 1995; Fishman & Keller, 1982; and Valencia, 1991.

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The Benefits of Spanish Language Instruction

Because of some of the above changes in policy and the advances in linguistic research, more and more schools are adopting bilingual models that include the teaching of both English and Spanish. Although there is a wide range of programs for ELLs (including programs that use only English and no native language), the dual language approach is the most effective. Although we know of no programs that teach only in Spanish, the authors still want to emphasize that we do not advocate Spanish monolingualism in the United States. We recognize the extreme importance of English fluency in American economic life, but research indicates that, if Spanish-speaking students are able to read and write in Spanish, their acquisition of English will be easier, and they will have a cognitive advantage over students who are immersed in one language that they do not yet understand.

The most effective programs for ELL students are those that emphasize the development of both languages. For example, there are two-way immersion programs that strive for a 90/10 or 50/50 split of time between teaching in Spanish and English. There are also maintenance and transitional programs that feature a majority of instructional time spent in Spanish beginning in kindergarten and first grades, with more and more English added each successive year (Nieto, 1996). With a maintenance bilingual education model, educators strive to ensure that students continue to learn in their native languages while also learning fluency and competency in English. According to research, programs that emphasize dual language development are more successful than English-only programs.

The main benefits of Spanish language instruction are described below; details of studies and significant findings can be found in the following reports: Cummins, 1979, 1982, 1994, 1999; Krashen, 1982, 1997; Nieto 1996; Thomas & Collier, 1996; Ovando & Collier, 1985; Genesee, 1987; and Cloud, Genessee, & Hamayan, 2000.

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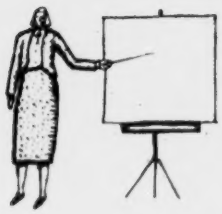
Benefit One: A Smoother and More Effective Transition to English



> *Language is at the core of the Latino experience in this country, and it must be at the center of future opportunities. It is high time we begin to treat language skills as the asset they are.*
>
> (Secretary of Education Richard Riley, 2000)

While educators and policymakers often seem to view children who do not speak English as limited or disabled in some way, bilingualism actually represents linguistic strengths. Becoming bilingual leads to many advantages and resources, and bilingual education should be viewed positively. Research shows that the best way for students to learn English is to build on their strengths in their primary language. A student who does not yet speak English has a difficult time learning to read and write in English, the language he or she does not understand. "From a theoretical perspective, learning to read in one's home language will be easier than learning to read a second language, particularly an unfamiliar one. The learner brings to the task of learning to read his or her native language a syntactic and semantic knowledge of the language which makes it possible to predict the meaning of the written form" (Goodman & Flores, 1979). There is an underlying proficiency of reading and writing skills that, once learned in any language, can be transferred to others.

According to Cummins, a linguistics expert, there is a threshold level at which instruction in native language pays off in terms of gains in second language. Students who become bilingual in dual-language programs perform better than those ELLs who have been assigned an English-only program (Cummins, 1979). Programs with a "sink or swim" approach in which all instruction is in English with no native language support often lead to

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students who are frustrated and confused and do not provide the most efficient means for students to learn English. In contrast:

> A primary objective of bilingual education is to have students become proficient and literate in the English language. As such, ESL is an integral and necessary component of all bilingual programs because it goes hand in hand with native language instruction in content areas. Rather than separating them into different programmatic options, successful bilingual programs use students' talents, including their knowledge and literacy in their native language, to help them learn new skills. ... It makes sense, then, to use students' native language to reinforce their acquisition of English (Nieto, 1996).

Krashen, another linguistics expert, claims that the best bilingual programs include instruction in the first language, ESL instruction, and sheltered subject matter instruction (Krashen, 1997). Far from taking away from English language acquisition, Spanish instruction actually improves chances for effective acquisition. Dual-language bilingual programs support English language development.

Benefit Two: Enhanced Content Knowledge and Academic Skills

When schools provide children quality education in their primary language, they give them two things: knowledge and literacy. The knowledge that children get through their first language helps make the English they hear and read comprehensible. Literacy developed in the primary language transfers to the second language.

(Krashen, 1997)

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Using Spanish for content instruction allows ELLs to understand complicated topics and to learn more because they can keep up with their subjects through Spanish instruction. Being able to learn academic content in their native languages that they would not learn if all their instruction were in English is a huge advantage that should not be underestimated. Particularly for students in upper grades who are expected to synthesize and evaluate ideas in complicated texts, they can fall far behind their classmates without native language instruction.

> Literacy-related abilities are interdependent across languages such that knowledge and skills acquired in one language are potentially available in the other. [Further,] while conversational abilities may be acquired fairly rapidly in a second language, upwards of five years are usually required for second language learners to attain grade norms in academically-related aspects of the second language. Together, these principles suggest that reinforcing children's conceptual base in their first language throughout elementary school (and beyond) will provide a foundation for long-term growth in English academic skills (Cummins, 1999).

Cummins has identified two levels of English language proficiency. Basic Interpersonal Communication Skills (BICS) make up the language used primarily in social settings, and Cognitive Academic Language Proficiency Skills (CALPS) make up the academic proficiency needed to function in school (Butler & Stevens, 1997). While students frequently learn BICS in about two years, they are not necessarily fluent in the language required to study subjects in school. In fact, researchers estimate that it takes five to seven years to develop CALPS. During the time that it takes for CALPS to develop, students should not be denied exposure to academic concepts in the various subject areas. On the contrary, they should begin to learn the vocabulary in English while also learning the concepts in their own language. A successful bilingual program must provide students with opportunities to keep up with academic subject area knowledge in native language during the time it takes for CALPS to develop in English.

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Benefit Three: Improved Cognitive Processing Skills

> *During the past twenty years research has shown, with some degree of consistency, that learning a second language in childhood, either by simultaneous acquisition or in the context of bilingual education, is associated with positive cognitive gains. ... Ben-Zeev (1988), for example, found that bilingual children approached linguistic tasks with a special sensitivity to language structure and detail. More recently, Bialystok (1986) has shown that children's bilingualism positively affects their increasing ability to solve problems involving high levels of control of linguistic processing.*
>
> (Bialystock, 1991)

Another advantage to Spanish language instruction lies in a bilingual student's enhanced cognitive processing abilities. Bilingual students may better develop the skills necessary to make sense of information. Bilingualism leads to cognitive differences in people, including more mental flexibility and different ways of processing information (Valdés & Figueroa, 1994). The landmark Peal and Lambert study of 1962 used different intelligence tests to show that balanced bilinguals, those who had achieved a high degree of fluency in both languages, had stronger cognitive skills and a wider array of verbal and nonverbal abilities than did monolinguals. "The results of the Peal and Lambert study showed that bilinguals performed significantly better than monolinguals in most of the cognitive tests and subtests. ... A factor analysis of test scores indicated that bilinguals were superior to monolinguals in concept formation and in tasks that required a certain mental or symbolic flexibility" (Diaz, 1983). Futher, reading and other skills seem to be transferable between languages. In studies of prereaders ages four and five, researchers found that they had better understanding of word and picture association than did monolingual students (Bialystock, 1991). Studies continually show that the processing and cognitive activities of bilingual students are different from those of monolingual students.

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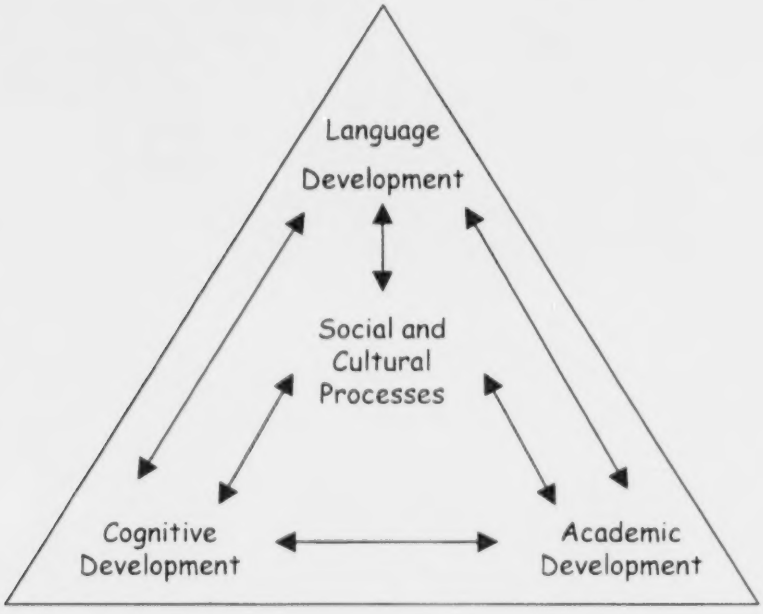
Virginia P. Collier has developed the following chart to show the important interactions and interrelationships of different abilities within bilingual students.



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> The research results to date validate our theoretical model illustrated in the form of a prism with four interdependent dimensions: social and cultural processes, as well as language, cognitive, and academic development in L1 and L2. If schools emphasize one dimension to the neglect of another, this may be detrimental to a student's overall growth and academic success (Collier, 1994).

Experts also place value on code-switching, or the use of two or more languages in alteration. "Code-switching takes advantage of a larger bilingual vocabulary, playing on subtle differences between the two languages in connotative, denotative, or sociolinguistic meaning" (Bialystock, 1991). This does not refer to students who interchange languages when they cannot recall vocabulary, but to those students who know the appropriate context for each language, depending on the situation and audience, and are comfortable switching back and forth. The key is that bilingual students

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learn to look at language objectively. They are more aware of rules and patterns than other students, and the result is enhanced abilities to analyze and process language.

Benefit Number Four: Higher Self-Esteem and Involvement in School

> *Education for students who are not proficient speakers of English has most often been conceived of as compensatory, reflecting a devaluing of students' first languages. ... It shows lack of appreciation for the meaning of a first language to both the student's personal identity and to his/her continuing home relationships that may depend on that language.*
>
> (Farr & Trumbull, 1997)

English language learners and immigrants often experience cultural difficulties within the current educational system, and with assessment in particular. "There are several reasons, including: differences in the experience base children come to school with and what is demanded of them in schools; differences between the forms and uses of language children learn in their home communities; and historical beliefs, policies, and practices of those who design and run the schools. When teachers are unfamiliar with children's experience base and language, they may not recognize as valuable (or even see) what is unfamiliar to them" (Regional Educational Laboratories, 2000). Programs that encourage students to only speak English or only read and write English can be socially and emotionally damaging. "Programs are set up to meet the English language needs of linguistic minorities with little regard for the native language facility of the learners. The underlying assumption is that a deficit must exist within the learner or that their language is inferior. With legislation and programs taking a deficit point of view, research, curriculum development, and teaching practices follow suit. All tend to negate competence in the native language" (Goodman et al., 1979). In contrast, programs that include

instruction in native language are more acknowledging of student culture and background and may work to enhance self-esteem.

The motivation of students is an important factor in language acquisition, and programs that "subtract" the first language are very negative in nature. Spanish should not be viewed as a second-class or lower-status language. It is far better to have an additive approach that views both languages positively (Cummins, 1979). Bilingual education allows students to maintain competence in their native language. Bilingual education can also help prevent communication problems between parents and children. Misunderstandings and hurt feelings can easily arise when children do not fluently speak the language of their parents and grandparents.

> The linguistic connection that binds Hispanic families is an intimate code made up of soft, warm words like "mi'jo" (my child), "cariño" (untranslatable but close to "my dear one"), "mamacita" (a term of endearment for mother, also untranslatable and emotionally loaded) and "comadre" or "compadre" (literally "co-mother" or "co-father" but more broadly labels for close supportive relationships central to the Hispanic community). Such connections bind families and communities together. They are the infrastructure of society and, like all infrastructures, they tend to become weaker across the generations unless they are properly maintained (Arias & Casanova, 1993).

Many Spanish speakers find that they have to take Spanish classes as adults in order to read and write sufficiently well to work in their communities (Farr & Trumbull, 1997). Dual-language programs prevent this by training native Spanish speakers to be bilingual and biliterate, thus supporting the intertwining of language and culture.

Moreover, cultural knowledge can be as important as knowledge of native language. Students build on what they already know as they learn, so their cultural base must be respected and appreciated in the classroom. For example, students may view ordinary classroom interactions very differently. One difference is collectivist and individualist viewpoints. The dominant U.S. culture is competitive and individual-oriented, but many students, including

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those from most Spanish-speaking countries, may be more accustomed to working for the good of the group. A student may not be willing to stand and give the correct answer in order not to embarrass a classmate who has just given an incorrect answer. Educators need to be aware of these cultural differences that often result in different ways of using language. If these differences are not understood, many students may feel frustrated because they, and their ideas and abilities, are misunderstood.

> Language is inextricably linked to culture. It is a primary means by which people express their cultural values and the lens through which they view the world. Yet it is often overlooked when referring to cultural differences. The language that children bring to school inevitably affects how and what they learn. Because of the close link between language and culture, it is important to understand that language is an essential component of multicultural education (Nieto, 1996).

If the culture is ignored, students may feel that their knowledge from home is worthless, leading to feelings of disconnection or isolation. This may be a contributing factor to the persistently high Hispanic dropout rates in the United States. (Valencia, 1991). "In current descriptions of the learning process, learning is described as 'constructive,' that is built or created by the learner on the basis of existing or prior knowledge" (Zehler, Hopstock, Fleischman, & Greniuk, 1994). Instruction should focus on students' strengths and should capitalize on the skills they already bring to the classroom. "When we ignore what children come to school with, when we don't try to discover children's own ideas, notions, fears, and beliefs, we can confuse them easily, as we try to present the forms of written language in an abstract way which has little relevance to its function in the real world in which the child has learned to cope successfully for five years or more" (Goodman et al., 1979). Therefore, native language and culture have important roles to play in helping students reach their academic potential in English.

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Characteristics of High Quality Assessment

In The Standards for Educational and Psychological Testing, the American Education Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME) set the following standards for ELLs:

- *English tests are confounding for bilingual students; therefore, alternative forms of testing must be elicited.*
- *Language background must be taken into account for all phases of assessment.*
- *Tests developed without accounting for language differences have limited validity.*
- *Cognitive measures do not translate from one language to another.*
- *Ability to speak English in a naturalistic situation may not predict ability to learn academic material in English.*
- *Assessment of non-native speakers will take more time and observation.*
- *Special training for bilingual communication in testing is profitable and beneficial.*

(AERA: *Standards for Educational and Psychological Testing*, 1999)

As the experts above have determined, obtaining effective assessment of the abilities of English language learners requires that certain standards of assessment be adhered to. Finding out what any student truly knows and is able to do can be challenging, and these challenges are often magnified by linguistic differences. Nevertheless, the abilities of ELLs must be assessed, just like those of other students, to help guide instruction and learning and for accountability for educational outcomes. All students deserve an equal opportunity to an excellent education, and high quality assessment is the key

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to effective curriculum and instruction. By accurately determining what students know and are able to do, educators can develop appropriate curriculum and instructional methods to meet student needs. Assessment is important to student learning in all areas, including writing. Frequently, accommodations and/or assessment in Spanish, or other languages, is necessary and desirable to accurately discover what ELLs know and are able to do.

Assessment is a broad term that covers the many activities that show what students know and can do. Assessment should be thought of as a coherent system rather than as a single test. For example, daily classroom activities often reveal the most about student strengths and weaknesses. "Assessment can be defined as the process of collecting data on students' performance. This process includes observing students, talking and listening to students, and looking at students' work—such as projects, tests, and assignments" (Gregory, Cameron, & Davies, 1997). "Assessment is, like everything else, a cultural phenomenon. There are accepted ways of evaluating student progress or children's development in every culture, and they differ. Not all groups engage in formal, on-demand assessment of children's or adults' skills or learning. Immigrant students in particular may take some time to understand the norms of assessment in U.S. classrooms" (Regional Educational Laboratories, 2000). Whether in a classroom observation or on a state exam, assessment in its many forms must include certain characteristics to be effective.

The Keys to High Quality Assessment

Richard J. Stiggins (1997), an assessment expert, has identified the following keys to high quality assessment: (1) clear and appropriate learning targets; (2) clear and appropriate purposes; (3) methods that match the target and purpose; (4) sufficient samples; and (5) lack of bias. These keys are described below. The following descriptions are also based on the work of Judy Arter in *Improving Classroom Assessment: A Toolkit for Professional Developers—Toolkit98* (Regional Educational Laboratories, 1998), and on the Regional Educational Laboratories in *Making Assessment Work for Everyone* (2000).

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Clear and Appropriate Learning Targets

Learning targets, also known as standards, benchmarks, or outcomes, should be appropriate and clearly defined. These learning targets, or the things we expect students to know should, in fact, be what they are learning. When content is specified into learning targets, curriculum and instruction can easily be aligned with expectations. Both teachers and students must understand what is expected, however, or the results of assessment could be confused and inaccurate. Types of targets include knowledge and understanding, reasoning proficiency, skills, and the ability to create products. For instance, a teacher might ask her students to know the causes of the Revolutionary War or to have the ability to complete a proof in geometry. Learning targets are essentially our expectations for students. In high quality assessment, these targets are clear and appropriate for all students being assessed.

For English language learners, targets are unclear when students do not know whether it is their language that is being assessed or an academic concept. For example, does a math test made up entirely of story problems in English assess the students' math abilities or his/her ability to read and understand English? Educators should have the same high standards for ELLs, but methods of instruction and assessment may differ. Reading, writing, and oral language are naturally a part of most assessments, but educators still need to work toward giving all their students appropriate targets and fair ways of demonstrating what they know.

Clear and Appropriate Purposes

The purposes of assessment must be clear, with the results accomplishing the purpose. Some assessments give students information about their own performance, while others are designed to help teachers improve instruction or to help policymakers evaluate schools or programs. Assessment must show the information that is needed about the student for whichever

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purpose has been selected. For example, an oral English language assessment may be a good tool for identifying students in need of bilingual services, but it may tell very little about a student's academic strengths and may be useless for placing a student in a science class, or even in a reading group.

> Suggestions concerning placement testing may have limited relevance for program evaluation or accountability purposes. ... If a particular assessment is to serve more than one purpose, the tradeoffs among those purposes should be clearly recognized and a consciously chosen compromise should be made. The optimal assessments for academic assessment are not the same as the optimal assessments for accountability, so if both purposes must be addressed by the same assessment, the tradeoffs should be carefully examined (Zehler et al., 1994).

Purposes of assessment for ELLs frequently include screening and identification, placing, reclassifying or exiting, demonstrating student progress, evaluating programs, and providing accountability, and each of these purposes may require different assessments. In high quality assessment, all those involved in the assessment, including students, understand who will be using the information and for what purpose(s). Students should always be aware of the stakes involved. Assessment, after all, is about and for them.

Methods That Match Target and Purpose

The method of assessment should be appropriate for the learning target and the purpose. Different methods work for different objectives, and all of the following methods have their places and uses. These examples have been adapted from *Making Assessment Work for Everyone* (Regional Educational Laboratories, 2000):

- **Selected Response**: The selected response method provides students with a set of possible answers from which to choose. Common selected

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response formats include multiple choice, true/false, matching, and short answer formats because they require specific correct answers that can be scored yes/no or right/wrong. The strength of this method is its ability to establish whether students have the knowledge on which further learning can be built. It tends to match best with knowledge and reasoning targets. A limitation is that this method's frequent focus on vocabulary and sentence structure can be inordinately challenging for English language learners.

- **Essay**: This method generally involves using writing as the tool for demonstrating content knowledge, conceptual understanding, and reasoning. Typical formats include traditional content area essays and writing essays. The strength of this assessment method is that it requires students to pull together the bits and pieces that they have learned into a coherent written whole. Again, however writing may not always be the best way for English language learners to demonstrate their content knowledge.

- **Performance Assessment**: Performance assessment is assessment based on observation and informed judgment. It focuses on what students can do with what they have learned. It generally falls into two categories: products and performance skills. Products include such things as posters, graphs, drawings, videos, models, projects, rebuilt engines, maps, diagrams, computer visuals, and so forth. When writing itself is the learning target, performance assessment is used to create products that demonstrate mastery of forms of writing such as narration, exposition, persuasion, and others. Performance skills that might be the focus of a performance assessment include oral presentations, plays, debates, songs, lab skills, and so forth. A strength of performance assessment is that it enables teachers to assess powerful learning that is often not well assessed using other methods. A limitation is that, without care, students might be asked to perform in contexts that ar culturally unfamiliar.

- **Personal Communication**: This method offers us opportunities to view student learning by talking with, and listening to, students. This method helps to uncover student misconceptions as well as confirm their reasoning, attitudes, and behaviors. Strategies for this method might

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include asking questions, interviewing, conferencing, discussing, and listening for *their* questions. The strength of this method is that it often allows students to express knowledge without having to worry about the mechanics of writing. Personal communication is often an appropriate way for teachers to follow up and probe beyond the learning revealed in products and performances. A limitation in this method is again cultural—educators need to take care as they interpret the way students speak and their nonverbal actions.

All of the above methods can be effective, depending on the situation. Performance assessment, in which the student constructs a response, is often time-consuming but may be the best for revealing a student's abilities. Characteristics of performance assessment include constructed response, higher-order thinking, authenticity, integrative, process and product, and depth versus breadth, and the assessments tend to require criteria and rubrics (O'Malley & Valdez Pierce, 1996). For example, "Evaluation of children's reading and writing should take place while they are actually reading and writing and not in situations that are supposed to simulate reading and writing. This makes it possible for the teacher to learn about how children use the many resources that are available to them from their classmates and from print material" (Law & Eckes, 1995). Whatever method of assessment is selected, in high quality assessment there must be a good match among method, target, and purpose.

Sufficient Samples of Students' Work

One writing sample, completed on one particular day, is not enough to make definitive statements about student performance. Only with a sufficient number of samples, generally from a wide variety of methods, can students truly demonstrate what they know and are able to do. "Assessment can be defined as the process of collecting data on student performance. This process includes observing students, talking and listening to students, and looking at students' work—such as projects, tests, and assignments (Gregory et al., 1997)." Good assessment is reliable. A reliable assessment will consistently produce the same score for each student on different testing occasions or with different raters. Educators must be confident that

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assessments are testing the right information and will yield the same results with students on different days. Multiple assessments do not guarantee reliability, but reliability may be increased through multiple opportunities for students to show their abilities. Teachers can be more sure about the definitive statements they make about student performance if they base their statements on more than one assessment.

Lack of Bias

Finally, high quality assessments are valid and bias or distortion is avoided as much as possible. Assessment should be examined closely for potential problems. Assessments are valid if they show what they are designed to show with accuracy. "A fair test is one that accurately assesses a student, providing a score that reasonably represents the student's true ability" (Hargett, 1998). An assessment may be reliable with the same results reported every time, but those results could be wrong every time. The assessment still may not show accurate information about the student. Even without taking language issues into account, there are many possible sources of bias. Bias is defined as any source of differential performance between equally knowledgeable and skilled students. Possible sources of bias are listed in the chart below. A valid assessment will show accurately what a student knows or can do in the area being assessed.

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Table 4: Possible Sources of Bias and Distortion in Student Assessments (Regional Educational Laboratories, 2000)	
Sources related to the assessment itself	• Too much reading or writing on an assessment designed to assess something besides reading or writing • Unnecessarily difficult or unfamiliar vocabulary used in instructions • Assessment in a language that is unfamiliar to the student • An assessment method that doesn't allow students with different learning styles to do their best • Unclear instructions • Attempts to make a problem more "real-life" that result in a context more familiar to some groups of students than others • Rater bias or untrained raters for performance assessment • Performance criteria that don't cover the most important aspects of performance or that are vague • Irrelevant clues to the right answer, more than one right answer, or unnecessarily convoluted questions on multiple-choice tests • Narrowly defined criteria that recognize only one way to be excellent
Sources related to the student	• Student is tired, hungry, sick, or distracted for some other reason • Student is not used to the format, timing, or other logistics of the testing situation
Sources related to the environment	• Noisy or distracting environment • Assessment administrator who projects a negative attitude toward the assessment • Assessment not given as instructed • Teacher assistance with the assessment

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Assessment Options for Spanish Speaking ELLs

Option One: Leave ELLs Out of Assessment

> *Schools that hurt children's spirits would not be overtly sanctioned by any reputable educator, and yet many current educational practices (tracking, test misuse, labeling difference as deficit, for example) that are known to be highly damaging to children's spirits and to their prospects for learning continue to enjoy widespread use. With regard to the impact of assessment on students, feeling of self-worth and perceptions of self-efficacy are often negatively affected by achievement tests and test scores (Paris, Lawton, Turner, & Roth, 1991)—out of proportion to what the tests are actually capable of revealing about individual students. Surveys of middle and high school students have suggested that over time testing tends to increase students' disillusionment about tests, decrease their motivation to expend effort on tests, and increase their use of inappropriate strategies (Paris et al., 1991).*
>
> (Farr & Trumbull, 1997)

Both in the classroom and in standardized situations, educators often leave ELLs out of assessment. They know the assessments in English may pose stressful situations with unreasonable expectations for students, so they believe that their students will be better off if not forced to endure these assessments. They figure the results are rarely valid anyway, so they are

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not worth students' time. While these may be serious issues that should be addressed by higher quality assessments, leaving students out of assessments entirely can also result in dangerous consequences. In the classroom, ELLs may not be asked to complete the same meaningful assignments or, if they are, they aren't scored in the same manner. Teachers may not have the same kinds of conferences with them, letting them know how to improve. If students' learning is not assessed, then curriculum and instruction cannot be directed at their specific needs.

In the case of standardized assessments, the vast majority of states (all except Iowa) and districts all administer large scale assessments to determine student performance. As states have sought to align curriculum, instruction, and assessment with standards, some states have developed high stakes exams associated with graduation. Having high expectations for students is important for achievement. Unfortunately, Latino students who are still learning English may not be sufficiently prepared to excel on tests constructed in English. Again under the guise of fairness, ELLs are often left out of testing completely. This can lead to lower expectations and no accountability because teachers do not have to worry about their achievement as much if there is no accountability for how they do on the tests. "When students are not tested, they can easily be overlooked and forgotten by the educational system. This is mainly because the absence of academic information about these students grants the educational system a kind of waiver of responsibility for their educational achievement" (Stansfield, 1996). There are obviously problems surrounding assessment of ELLs, but not testing is simply not a viable option.

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Option Two: Administer the Same Assessments for ELLs as for Everyone Else

> Multiple-choice items assume a level of English language proficiency that ELL students may not have acquired. The subtle distinctions made on various items for vocabulary, word analysis, reading, and listening subtests may produce information on what the student does not know but little information about what the student does know. ... Standardized tests in content areas, such as math and science, may not assess what ELL students know because of the complexity of the language in which the questions are asked.
>
> (O'Malley & Valdez Pierce, 1996)

In the classroom, many educators give all of their students the same assessments, regardless of English language ability. They may feel that they lack the resources or knowledge to develop appropriate accommodations for various students, or they may feel that fairness demands that all of their students are treated alike. The principle of fairness in education, however, requires that all students receive an equal opportunity to learn but does not assume that their needs are identical. Students actually may require different measures from their teachers in order to have the same access to learning. Giving the same exact assessments will not always be effective. Teachers may find that using the same day-to-day classroom assessments with ELLs as with other students does not provide the needed results. They do not give teachers an adequate picture of what students know and are able to accomplish.

Many states and districts have chosen to make all students take the same standardized tests. Or they include all students who have been living in the United States for a year or more, even though a year is hardly sufficient

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time to develop CALPs. This is a way of including all students, and it helps educators identify groups of students who may be struggling. However, there are significant problems with testing ELLs in English that make the results less valid. In other words, these assessments may not actually show what ELLs know and can do for the following reasons:

- Standardized tests may contain cultural biases or lack culturally relevant content for ELL students.

- Because most researchers believe it takes five to seven years to become fully proficient in a second language, tests in English in the early years may only assess students on their English ability and not on other academic content.

- Schools with a strong focus on ESL classes may neglect content information, so students may not have the opportunity to develop academic skills and knowledge in other subjects.

- Students may come from unstable backgrounds and may have missed schooling because of immigration or other issues. "It is easy to assume that once LEP students learn English, they have the same testing needs as students who are native speakers of English and can perform equally well on the same tests. However, research suggests that non-native speakers of English have unique needs because of such factors as the influence of their native language and culture, bilingualism, and social status" (Minnesota Assessment Project, 1997).

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Option Three: Administer the Same Assessments, but Make Use of Accommodations

> *... There is much to suggest that monolingual tests, developed by monolingual individuals and standardized and normed on a monolingual population, are being asked to do something that they cannot do. The [ELL] test taker cannot perform like a monolingual, and the monolingual test cannot "measure" in the other language.*
>
> (Valdes & Figueroa, 1994)

Accommodations to the assessment generally include adaptations to the assessment or to the assessment situation. Modifications of the test include simplification of English, modifications of linguistic complexity, addition of visual supports, use of glossaries in native languages, use of glossaries in English, linguistic modification of test directions, and additional examples of items/tasks. Modifications of the test procedure include extra assessment time, breaks during testing, administration in several sessions, oral directions in the native language, small-group administration, separate room administration, use of dictionaries, reading aloud of questions in English, answers written directly in test booklet, and directions read aloud or explained (Butler & Stevens, 1997).

In the classroom, educators make all kinds of adjustments or accommodations in order to meet the needs of their ELLs. Ideally, the accommodations are made through a process of using the keys to high quality assessment. Teachers should be ensuring that their learning targets are clear and appropriate, that the purposes are clear and appropriate, that the method matches the target and purpose, that there are sufficient samples, and that there is fairness and lack of bias. Unfortunately, measures do not always meet these standards. Instead, accommodations are used to ease the

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stress of testing situations but not to address the underlying problems. For example, an ELL may be given more time to complete a class project, but the project may still require levels of reading and writing English of which the student is not capable. Extra time may help some students but not others. Accommodations can be very useful, but they must be considered carefully.

Similarly for standardized tests, when faced with the prospect of invalid results from using a typical assessment in English with ELLs, many educators choose to modify the test or the test procedures. Again, this can lead to problems if tests are not well designed. For instance, some students may receive unfair advantages and/or test administrators may show bias toward ELLs, thus obscuring their true abilities. Or even worse, a student's abilities may be underestimated when it is assumed that, because an accommodation was provided, any deficiencies in the results must be the fault of the student and not from some other cause.

Option Four: Use Translated Assessments

> *The language of assessment must match the language of instruction. If not, then assessment produces unfair and invalid results. Children must be fluent in the language in which they are to be assessed and the level of language used must match their stage of development.*
>
> (Regional Educational Laboratories, 1998)

In the classroom, where resources are often scarce, teachers are forced to rely on translations or do their own translating. Sometimes this can be effective, but special care must be taken to keep the specific needs of the population in mind. Vocabulary does not always translate with the desired results. For instance, the Spanish word for bat (the animal), a three-letter English word appropriate for early elementary, is muciélago, a 10-letter

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word. The translation may be accurate, but the reading level has been altered dramatically.

Translated tests and assessment materials are increasingly available, but they are not always effective. Translations are technically difficult to create, because it is hard to match up vocabulary and levels of difficulty. "Studies on international comparisons in which different language versions of the same assessment are used show even a single word whose translation is slightly inaccurate may produce unintended interpretations of an item and alter its psychometric properties. An implication of this is the possibility that this approach may privilege students who are tested in the source (original) language over students who are tested in the secondary language" (Regional Educational Laboratories, 2000). Students who speak another language are not necessarily able to read or write it proficiently. "LEP students arrive at their schools at various ages and often with little or no prior formal schooling. Twelve percent of LEP students in middle school and 20 percent in high school have missed more than two years of schooling since age six. Twenty-three percent of LEP students have limited skills in their native language" (www.ed.gov, 2000). Worse, ELL students who demonstrate oral English language proficiency may not have deep understanding of English, thus leaving their true abilities in academic content masked. In standardized testing, there are language assessment exams, frequently used for placement, and achievement exams. See the list below for the most common exams and their translations. They all have varying degrees of quality. "In fact, so great are the discrepancies between the numbers of children included as Limited English Speaking by different proficiency tests that school districts can actually choose their test depending on whether they want to identify large or small numbers of children who need special help. Finally, although we know that each of a bilingual individual's language influences the other, these proficiency tests do not measure this influence" (Valdés & Figueroa, 1989).

Another factor is that achievement tests are rarely designed for ELLs, and often no, or few, ELLs are included in test norming samples. Some Spanish tests are also developed in other countries for monolingual Spanish-speaking populations. This is problematic for tests that are widely administered to populations in the United States that include significant numbers of ELLs who are becoming bilingual. Cultural relevance is a major concern in

translated tests and tests imported from abroad. Test questions may refer to items or ideas that ELLs do not recognize. See the list below for some of the achievement tests that have been translated into Spanish or that are considered to be Spanish equivalents of English achievement tests. Again, they vary in degree of quality. Finally, in the area of writing, the scoring rubrics listed below are used with varying degrees of success. They are mostly translations of work done in English.

Placement Tests:

- Peabody Picture Vocabulary Test (PPVT)
- Idea Proficiency Tests (IPT)
- Language Assessment Scales (LAS)
- Basic Inventory of Natural Language (BINL)
- Bilingual Syntax Measure (BSM)
- Woodcock-Muñoz Language Survey
- Secondary Level English Proficiency Test (SLEP)
- Maculaitis Assessment Program (MAC)
- Language Assessment Battery (LAB)
- Student Oral Language Observation Matrix (SOLOM)

Achievement Tests:

- Stanford Achievement Test (SAT)/ Aprenda: La prueba de logros in español
- Comprehensive Test of Basic Skills (CTBS) and California Achievement Test (CAT)/ Spanish Assessment of Basic Education (SABE)
- Riverside Performance Assessment Series (RPAS)/ La prueba Riveside de realización en español
- Woodcock Language Proficiency Battery-Revised/ Batería Woodcock-Muñoz: Prueba de aprovechamiento-revisada

Writing Rubrics:

- Six-Trait Writing from the Oregon Department of Education
- Translation of NWREL Six-Trait Writing—El Toyon, CA
- Translation of NWREL Six-Trait Writing—Glendale, AZ
- Project Aspire—San Diego, CA
- ALAS Spanish Writing Rubrics

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A Better Option: Dual Assessment Development

> *Districts should identify valid and reliable assessment procedures to be used with their LEP students in each of the subject matter areas of the core curriculum, including English Language Development. ... In most cases, assessment of subject matter required for grade-level promotion (e.g. mathematics, science, history-social science, and health) should be administered to LEP students in the language in which they are best able to demonstrate their knowledge. ... By definition, LEP students do not have the English language proficiency necessary to be assessed properly by instruments and procedures ordinarily designed for native speakers of English. Consequently, assessment through comparable procedures in the primary language of LEP students is indicated whenever such assessments would result in a more accurate measurement of a student's performance.*
>
> (California Department of Education, 1997)

We want to introduce a fifth option: dual assessment development. "A possible solution to this [translation] problem would be assessments developed from scratch in the native languages of students. Some researchers are investigating a process for developing content area assessments in English and Spanish at the same time. The skills and knowledge to be assessed are specified, and the content and format for each assessment task are agreed upon. As the assessment developers proceed, when they make a change in one form of the task, e.g., English, they make an equivalent change in the other form, e.g., Spanish. That way, at the end of the process the two sets of assessment tasks are comparable across languages because they have been developed concurrently" (Solano-Flores, Trumbull, and Nelson-Barber, 2000).

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As indicated in the last section, the existing assessment options for ELLs have considerable weaknesses. This is how they match up to the standards of high quality assessment:

- **Clear Learning Targets**
  Learning targets are not clear if students do not understand the assessment and are unable to make connections to what they are studying. Students can be very confused about teachers' expectations. In many cases, only the mastery of English, in place of any academic content, becomes the target that is assessed.

- **Clear Purposes and Identified Users**
  Some existing assessments do apply to certain purposes, but others clearly do not. If the purpose is to assess English ability and place students with services, then tests for English oral, reading, and writing are appropriate. However, if the purpose of assessment is to find out what students know in other academic areas and then improve instruction to help them move forward, tests that are unable to show academic ability are unlikely to be of much use.

- **Methods That Match the Target and Purpose**
  Again, the current methods of testing in English, providing accommodations, or translating do not necessarily match targets and purposes. Teachers who know their students well may have success with classroom accommodations and translations, but they are not ideal in all situations.

- **Sufficient Samples of Students' Work**
  ELLs need as many different opportunities as possible to demonstrate what they know and are able to do. Some students will excel in writing, some in drawing, some in acting, and so on. The current options probably do not provide the opportunities to demonstrate learning that lead to greater reliability in assessment.

- **Lack of Bias**
  English-only tests, accommodations, and translations all contain biases that make the assessment results for ELLs less valid.

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The first four assessment options do not truly allow students to showcase their abilities. In fact, the focus on English has actually suppressed academic achievement for many students. Assessment is an integral part of education, and high quality assessment can lead to focused and effective curriculum and instruction. Assessment not only shows learning, but also leads to learning. We believe that the existing assessment options for ELLs do not meet standards of high quality. In the face of growing numbers of ELLs, educators and policymakers have latched onto quick-fix solutions without looking at what is truly best for kids.

As a result, we feel that assessments for Spanish speakers must be developed with their specific needs in mind. Students' proficiency in English should be frequently assessed, but assessments to assess other subjects or skills should be developed in the native language (not translated) for students who have not yet achieved proficiency in English. Dual assessment development is essential. Without improved assessment, educators will not have the information they need to make good instructional decisions about students.

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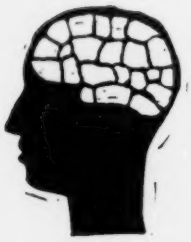
The Traits of Effective Spanish Writing: Las características

This section describes the *características*, or traits of effective Spanish writing. They have been developed by teachers working closely with student writing samples and Spanish language research. They are followed by an explanation of how they correspond to the English *6+1 Traits*, as well as specific rubrics for scoring based on the traits. For a description of project methodology, please see Appendix B.



Tema: Hay una idea principal. El escritor tiene un mensaje específico y lo apoya con los detalles. Los detalles contribuyen al desarrollo del tema. Cada detalle contribuye a llevar el mensaje al lector. Además, el título refleja el tema.

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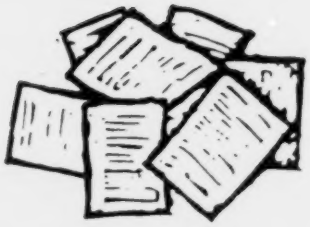

Organización: La organización es importante en la escritura del español, pero es diferente en que no se necesita un orden tan lineal como en el inglés. Por ejemplo: primero, segundo, tercero... En español existe una introducción o presentación del tema con su debido desarrollo y un fin, pero las partes pueden entrelazarse. Lo que es importante es que las partes siempre se relacionan al tema principal. El lector puede reflexionar sobre el tema después de leerlo todo.

Tono y estilo: El autor toma en cuenta al lector. El lenguaje que el escritor escoge es apropiado para el estilo de escritura. Hay una concordancia entre el estilo y el uso del lenguaje. El lector puede captar la voz del escritor. Por ejemplo, el tono utilizado en un boletín de noticias no es el mismo tono de un cuento o de una carta amistosa. En la buena escritura existe un tono y estilo que concuerdan con el tema.

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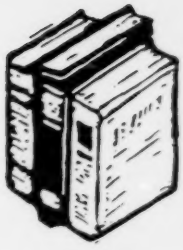

Uso de lenguaje: Las palabras expresan con claridad los pensamientos del escritor. Este utiliza un lenguaje apropriado y variado. Hay evidencia que el escritor sabe cómo experimentar con el uso del lenguaje. Por ejemplo, no hay repetición de palabras, y utiliza diferentes palabras de transición entre los párrafos.

Fluidez: La fluidez describe el movimiento rítmico entre las oraciones y los párrafos. Hay una variedad de oraciones. No hay interrupciones que hagan difícil la continuidad de la lectura. Esta fluidez rítmica entre las oraciones y los párrafos es agradable al lector.

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A.B.C.

Gramática y ortografía: Todas las palabras están bien escritas y hay puntuación correcta en todo lo escrito. El escritor sabe cómo usar los párrafos, la gramática española, la ortografía y el acento. Es fácil leer el escrito porque no hay errores gramaticales. El escritor tiene que saber las reglas gramaticales y de ortografía apropiadas a su nivel. Al pasar de un nivel a otro más alto, el escritor debe utilizar las reglas gramaticales y de ortografía con más precisión.

Presentación: La presentación es la apariencia que exhibe el trabajo. Es fácil leerlo y atrae al lector. No hay borrones, tachones ni manchas. Las letras están bien formadas o está escritas a máquina. Hay márgenes. Hay dibujos o representaciones gráficas que apoyan al tema pero estos no distraen al lector.

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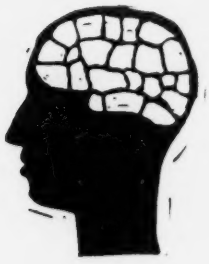
How the Spanish Traits Relate to the English 6+1 Traits

The English traits for effective writing that correspond to the Spanish traits are shown below in italics. They are from *Creating Writers (6+1 Traits)*. Again, while the Spanish traits may be remarkably similar in many cases, they are not the same. They were produced through their own development process and not as the result of translation.



Tema—*Ideas*

The ideas are the heart of the message, the content of the piece, the main theme, together with all the details that enrich and develop that theme. The ideas are strong when the message is clear, not garbled. The writer chooses details that are interesting, important, and informative—often the kinds of details the reader would not normally anticipate or predict. Successful writers do not tell readers things they already know: e.g., "It was a sunny day, and the sky was blue, the clouds were fluffy white..." They notice what others overlook, seek out the extraordinary, the unusual, the bits and pieces of life that others might not see.

Like in English, a good Spanish paper should be about something. There should be a theme, or main idea, supported by relevant details. In excellent writing, students are able to use writing as a tool to communicate ideas.

> Good writers make good choices of what to write about. When students choose their own topics, they are more concerned with developing and expressing their ideas. They take ownership of

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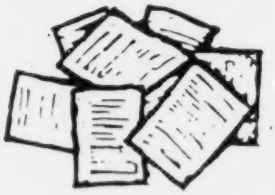
the writing and write for authentic purposes. That is, they write to express ideas that are important to them, rather than simply writing in response to an assignment (Freeman & Freeman, 1997).

Writing is a way for students to tell something to others; it should not be a mere exercise of copying words. "Young writers start by having something to say; then they discover how to represent ideas in written form. ... Process approaches start with the whole message, and then teachers help students with the parts they need to communicate their message" (Freeman & Freeman, 1997). An excellent piece of Spanish writing includes the necessary facts and details for whatever topic or type of writing that the student has produced. The content matches the purpose of the work. "La descripción de objetos [o personas] debe ser clara y completa" (de la Portilla and Varela, 1979). Tema, or ideas, is the reason for the writing.



Organización—*Organization*

Organization is the internal structure of a piece of writing, the thread of central meaning, the pattern, so long as it fits the central idea well. Organizational structure can be based on comparison-contrast, deductive logic, point-by-point analysis, development of a central theme, chronological history of an event, or any of a dozen other identifiable patterns. When the organization is strong, the piece begins meaningfully and creates in the writer a sense of anticipation that is ultimately, systematically fulfilled. Events proceed logically: information is given to the reader in the right dose at the right times so that the reader never loses interest and never the "big picture"—the overriding sense of what the writer is driving at. Connections are strong, which is another way of saying that bridges from one idea to the next hold up. The piece closes with a sense of resolution, tying up loose ends, bringing things to closure, answering important questions while still leaving the reader something to think about.

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In order for ideas and content to be clear, writing must be well organized. A piece of high quality writing flows from beginning to middle to end. The structure makes it easy for the reader to move from one point to another. Clear and effective transitions should lead the reader to each point. While organization is clearly just as important in Spanish writing, it is not as linear as in English writing. All the details and points should relate to the theme, but they do not have to be in a certain order. It is at the end of the paper, often, that the reader understands how all the pieces relate and contribute to the whole.

Tono y estilo—*Voice*

The Voice is the writer coming through the words, the sense that a real person is speaking to us and cares about the message. It is the heart and soul of the writing, the magic, the wit, the feeling, the life and breath. When the writer is engaged personally with the topic, he/she imparts a personal tone and flavor to the piece that is unmistakably his/hers alone. And it is that individual something—different from the mark of all other writers—that we call voice.

Excellent writing is characterized by style. Voice can give a piece of writing life. Without it, a piece of writing may not be able to keep a reader's attention, even if it is conventionally correct. The style and tone of a piece should also match the purpose of the writing. For example, a humorous tone might be inappropriate in a term paper but might be essential in creative writing. "La selección de las palabras y el tono del lenguaje escrito varian según el tema que se trate, las circunstancias, el público a quien se dirige, etc. Hay muchos tonos: infantil, literario, técnico, vulgar, etc. A veces, los limites de cada uno son difíciles de precisar, aunque tienen características que los diferencian" (Varela & de la Portilla, 1979). Writing has many different uses and purposes. The voice of the writer, or the way in which he

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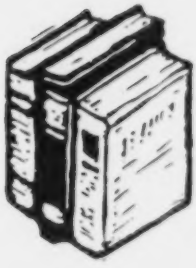
or she chooses to present ideas, is important to conveying the message in both Spanish and English.



Uso de lenguaje—*Word Choice*

Word Choice is the use of rich, colorful, precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader. In good descriptive writing, strong word choice clarifies and expands ideas. In persuasive writing, careful word choice moves the reader to a new vision of things. Strong word choice is characterized not so much be an exceptional vocabulary that impresses the reader, but more by the skill to use everday words well.

Spanish is a language full of rich and diverse vocabulary. For a piece of writing to be truly excellent, a student should have thought about the words he or she has selected. The words should have the correct meaning, should accurately support the main ideas, and should positively impact the piece. Excellent writing is made of words with appropriate meanings that fit the sentences. "The writer uses figurative and/or descriptive language that includes sensory detail. The essay maintains the reader interest" (Project Aspire). Students who write well are familiar with a wide vocabulary, and they choose words with care.

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Fluidez—*Sentence Fluency*

Sentence Fluency is the rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear—not just to the eye. How does it sound when read aloud? That's the test. Fluent writing has cadence, power, rhythm, and movement. It is free of awkward word patterns that slow the reader's progress. Sentences vary in length and style, and are so well crafted that reading aloud is a pleasure.

Like organization, without sentence fluency and clear transitions from one idea to another, even excellent content in a piece of writing can seem choppy and incomplete. Even though English and Spanish sound very different, good writing in both requires fluency. There should be a rhythm to the language that enables a reader to forget about the words and only hear the meaning. Writing should flow so that the reader does not have to stop and start, and a piece of writing has fluency if the reader does not have to pause to consider a halting or confusing structure. There should be variation in the types of sentences and, in Spanish, there may be more long sentences than in English.

A.B.C. Gramática y ortografía—*Conventions*

Conventions are the mechanical correctness of the piece—spelling, grammar and usage, paragraphing (indenting at the appropriate spots), use of capitals, and punctuation. Writing that is strong in conventions has usually been proofread and edited with care. Handwriting and neatness are not a part of this trait. The key is this: How much work would a copy editor need to do to prepare the piece for publication?

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Like any language, Spanish has certain norms for spelling and grammar that must be adhered to for a piece of work to be considered exemplary. Just as fluency keeps a reader focused on content, correct spelling and grammar also help people see the ideas of writing rather than glaring mistakes. Even if a student has excellent ideas, he or she may still be ignored and dismissed if the writing is not conventionally correct.

In Spanish, there are spelling and punctuation rules that must be followed. For example, question marks and exclamation marks come at the beginning and end of Spanish sentences, unlike in English. There are even marks and rules that do not exist in English. For example, rules for capitalization are markedly different. Moreover, the process for learning these conventions is not identical to that of learning English conventions. Students learning to write in Spanish usually write only vowels first, unlike students learning to write in English who begin with consonants. Use of the subjunctive and other complex syntax structures are also common in Spanish. These differences are important to note when assessing Spanish writing. While Spanish is in many ways a phonetic language, there are still some diphthongs and unusual sounds. Pronunciation does not always match how words are written. The use of accents, a significant part of spelling, should also be considered carefully to avoid mistakes. "In Spanish the accent mark serves a similar function to that of doubling letters in English. The accent actually distinguishes the meaning of words, though the pronunciations are the same" (Freeman & Freeman, 1997).

> In Spanish punctuation, for example, questions are signaled by a mark at the beginning of the sentence as well as one at the end. In English, on the other hand, the only cue comes at the end of the sentence. In Spanish, proper adjectives (like español) are not capitalized, but in English, they are. Children need to learn these conventions (Freeman & Freeman, 1997).

For students in bilingual programs, there are particular challenges. "Spanish-speaking children are exposed to environmental print in English at school, on the streets, and on television; their early writing often shows this influence as well" (Freeman & Freeman, 1997). Often, native Spanish speakers inadvertently insert English spellings and grammar rules into

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Spanish. In order to write well in both languages, students must learn each language and their differences.

Presentación—*Presentation*

Presentation combines both visual and verbal elements—it is the way we "exhibit" our message on paper. Even if our ideas, words, and sentences are vivid, precise, and well constructed, our paper will not be inviting to read unless the guidelines of presentation are observed. Think about examples of text and presentation in your environment. Which signs and billboards attract your attention? Why do you reach for one CD over another? All great writers area aware of the necessity of presentation, particularly technical writers who must include graphs, maps, and visual instructions along with their text.

Like conventions, presentation also impacts the reader. Neatness and readability can be very important. As in English, the use of margins, titles, graphics, and handwriting in Spanish all contribute to the success of a piece of writing.

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Rúbricas para evaluación

Tema	**Nivel del grado: 3-12**
Hay una idea principal. El escritor tiene un mensaje específico y lo apoya con los detalles. Los detalles contribuyen al desarrollo del tema. Cada detalle contribuye a llevar el mensaje al lector. Además, el título refleja el tema.	
5 En este trabajo ... • Se establece la idea principal claramente. • Se presentan detalles y evidencia que apoyan el tema. • La idea central se mantiene a través del escrito. • El escritor justifica su posición con respecto al tema.	
3 En este trabajo ... • No se establece con claridad la idea principal. • El desarrollo está incompleto, y no hay suficientes detalles que justifiquen la idea central. • No hay un análisis completo del tema. • El escritor justifica su posición parcialmente con respecto al tema.	
1 En este trabajo ... • No hay una idea principal. • El tema no está desarrollado y hay pocos detalles y pocas palabras descriptivas. • No hay un análisis del tema. • No hay justificación de su posición respecto al tema. • No está completo, o no hay bastante escritura para evaluarlo.	

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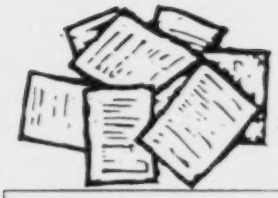

Organización **Nivel del grado: 3-12**

La organización es importante en la escritura del español, pero es diferente en que no se necesita un orden tan lineal como en el inglés. Por ejemplo: primero, segundo, tercero ... En español existe una introducción o presentación del tema con su debido desarrollo y un fin, pero las partes pueden entrelazarse. Lo que es importante es que las partes siempre se relacionan al tema principal. El lector puede reflexionar sobre el tema después de leerlo todo.

5 En este trabajo ...

- Se presenta un orden claro donde se incluye la presentación, el desarrollo, y el desenlace del tema.
- El estilo de organización es apropiado al tema.
- Las partes se entrelazan y hay unidad con el tema.
- La organización ayuda al lector a entender la idea central.

3 En este trabajo ...

- Hay una estructura, pero no todas las partes se relacionan al tema.
- Se presenta un tema con idea principal y algunas oraciones apoyan esta idea.
- A veces, el estilo de organización se centra en el tema.
- No siempre las partes se enlazan al tema.
- A veces los pensamientos no son claros y confunden al lector.

1 En este trabajo ...

- No hay un orden claro y/o falta una o más partes de lo escrito (presentación, desarrollo, desenlace).
- Las partes de lo escrito no se centran en el tema.
- Las partes no se enlazan ni se relacionan al tema.
- Las ideas están poco desarrolladas y existen palabras sin conexiones entre ellas. Por ejemplo, escribe una lista de vocablos, el lector no puede entenderla.

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Tono y estilo	**Nivel del grado: 3-12**
El autor toma en cuenta al lector. El lenguaje que el escritor escoge es apropiado para el estilo de escritura. Hay una concordancia entre el estilo y el uso del lenguaje. El lector puede captar la voz del escritor. Por ejemplo, el tono utilizado en un boletín de noticias no es el mismo tono de un cuento o de una carta amistosa. En la buena escritura existe un tono y estilo que concuerdan con el tema.	
5 En este trabajo ... • El tono y estilo literario es apropiado en toda la escritura, y utiliza un lenguaje que permite que el lector visualice el mensaje. • El autor tiene un propósito claro, y transmite los sentimientos al lector. • El lenguaje enriquece el estilo literario utilizado: narrativo, expositivo, persuasivo o descriptivo. • El autor utiliza creatividad, humor, elementos de sorpresa, punto de vista personal, etc., para comunicarse con el lector.	
3 En este trabajo ... • El tono y estilo literario es apropiado la mayoría del tiempo, y no está debidamente desarrollado. • El tono y estilo del autor no siempre transmite los sentimientos al lector. • El lenguaje utilizado no siempre es adecuado al tono y estilo literario: narrativo, expositivo, persuasivo o descriptivo. • El autor de vez en cuando utiliza: creatividad, humor, elementos de sorpresa, punto de vista personal, etc.	
1 En este trabajo ... • El tono y estilo literario no es apropiado ni claro. • El tono y estilo literario del autor no toma en cuenta al lector, y no hay un propósito definido. • El autor no utiliza el lenguaje apropiado para transmitir su mensaje al lector. • No hay tono ni estilo: narrativo, expositivo, persuasivo o descriptivo. • La escritura no concuerda con el estilo literario utilizado.	

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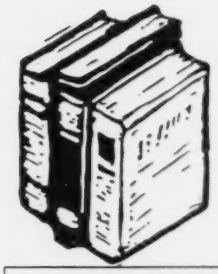

Uso de lenguaje **Nivel del grado: 3-12**

Las palabras expresan con claridad los pensamientos del escritor. Este utiliza un lenguaje apropriado y variado. Hay evidencia que el escritor sabe cómo experimentar con el uso del lenguaje. Por ejemplo, no hay repetición de palabras, y utiliza diferentes palabras de transición entre los párrafos.

5 En este trabajo ...

- El autor expresa con claridad sus pensamientos.
- El autor usa variedad de palabras interesantes y descriptivas relacionada al tema.
- El autor usa el lenguaje preciso que atrae al lector.
- Se usa un vocabulario amplio y sofisticado en la composición.

3 En este trabajo ...

- El autor expresa sus pensamientos en forma limitada y poco clara.
- El uso de palabras apropiadas es limitado.
- El autor intenta utilizar variedad de palabras, pero éstas no son precisas y confunden al lector.
- El lenguaje es descriptivo, pero el autor no usa un vocabulario amplio ni sofisticado.

1 En este trabajo ...

- El lenguaje no expresa con claridad las ideas ni sentimientos del autor.
- El uso de palabras es muy limitado, y no está relacionado al tema.
- Las palabras del autor confunden al lector.
- El vocabulario es muy sencillo y/o repetitivo.
- Se usa una mezcla de idiomas y/o "anglocisismos".

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Fluidez	**Nivel del grado: 3-12**
La fluidez describe el movimiento rítmico entre las oraciones y los párrafos. Hay una variedad de oraciones. No hay interrupciones que hagan difícil la continuidad de la lectura. Esta fluidez rítmica entre las oraciones y los párrafos es agradable al lector.	
5 En este trabajo ... • Hay una variedad de oraciones complejas. • Hay ritmo. • No hay interrupciones. • Hay variedad de palabras al comienzo de cada oración. • Usa variedad de palabras de transición para conectar las oraciones. • Los párrafos comienzan con palabras variadas.	
3 En este trabajo ... • Hay una variedad de oraciones simples. • No hay un ritmo consistente. • Hay algunas interrupciones. • Con frecuencia hay repetición de palabras al comienzo de cada oración. • Con frecuencia hay repetición de palabras de transición, o a veces faltan palabras de transición. • A veces, los párrafos comienzan con palabras variadas.	
1 En este trabajo ... • Las oraciones no están completas, y/o las oraciones no varían. • No hay ritmo. • La estructura de las oraciones interrumpe la lectura debido a que no hay concordancia entre sustantivo y verbo, género y/o número. • Las oraciones siempre comienzan en forma repetitiva. • No hay palabras de transición. • Los párrafos no comienzan con palabras variadas.	

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A.B.C.

Gramática y ortografía **Nivel del grado: 3-5**

Todas las palabras están bien escritas y hay puntuación correcta en todo lo escrito. El escritor sabe cómo usar los párrafos, la gramática española, la ortografía y el acento. Es fácil leer el escrito porque no hay errores gramaticales. El escritor tiene que saber todas las reglas gramaticales y de ortografía apropiadas a su nivel. Al pasar de un nivel a otro más alto, el escritor debe utilizar las reglas gramaticales y de ortografía con más precisión.

5 En este trabajo ...

- Hay oraciones completas.
- No hay errores de ortografía.
- Hay uso correcto de: puntos y comas, signos de interrogación y exclamación y las comillas.
- El autor sabe como usar las letras mayúsculas y el acento.
- El autor usa el tiempo correcto de los verbos.
- Hay concordancia entre el género y número.

3 En este trabajo ...

- Usualmente hay oraciones completas.
- Hay algunos errores de ortografía.
- Los errores de puntuación crean dificultad en la lectura.
- Hay algunas omisiones de letras mayúsculas y acentos.
- Los verbos no siempre están en el tiempo correcto.
- No siempre hay concordancia entre género y número.

1 En este trabajo ...

- Hay oraciones incompletas.
- Hay muchos errores de ortografía.
- No hay puntuación apropiada.
- Hay omisiones de letras mayúsculas y acentos, y sustiticiones con las letras: h, r y rr, b y v, g y c, ll e y.
- Los verbos no están en el tiempo correcto.
- No hay concordancia entre género y número.
- Los errores interfieren con la lectura.

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A.B.C.

Gramática y ortografía **Nivel del grado: 6-8**

Todas las palabras están bien escritas y hay puntuación correcta en todo lo escrito. El escritor sabe cómo usar los párrafos, la gramática española, la ortografía y el acento. Es fácil leer el escrito porque no hay errores gramaticales. El escritor tiene que saber todas las reglas gramaticales y de ortografía apropiadas a su nivel. Al pasar de un nivel a otro más alto, el escritor debe utilizar las reglas gramaticales y de ortografía con más precisión.

5 En este trabajo ...

- Hay oraciones y párrafos completos.
- No hay errores de ortografía.
- Se usa correctamente las reglas de puntuación: punto y coma, signos de interrogación y exclamación, las comillas, dos puntos y la diéresis.
- Se usa correctamente las mayúsculas y el acento.
- El autor usa correctamente los tiempos de los verbos, los pronombres y los adjetivos.
- Hay concordancia entre el género y número.

3 En este trabajo ...

- Hay algunas oraciones completas y algunos párrafos completos.
- Hay algunos errores de ortografía.
- Hay algunos errores de puntuación, pero usualmente no afectan la claridad del contenido.
- A veces hay omisiones de letras mayúsculas y acentos, o hay uso incorrecto de éstos.
- El autor no siempre usa correctamente los tiempos de los verbos, los pronombres y los adjetivos.
- A veces falta concordancia entre el género y número.

1 En este trabajo ...

- No hay oraciones completas ni párrafos completos.
- Hay muchos errores de ortografía.
- Hay muchos errores de puntuación, o no hay puntuación.
- No hay letras mayúsculas apropiadas ni acentos.
- Hay muchos errores en el uso de los tiempos de los verbos, los pronombres y los adjetivos.
- Falta concordancia entre el género y número.
- La falta de uso de las reglas gramaticales afecta la claridad del contenido y por lo tanto confunde al lector.

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A.B.C.

Gramática y ortografía **Nivel del grado: 9-12**

Todas las palabras están bien escritas y hay puntuación correcta en todo lo escrito. El escritor sabe cómo usar los párrafos, la gramática española, la ortografía y el acento. Es fácil leer el escrito porque no hay errores gramaticales. El escritor tiene que saber todas las reglas gramaticales y de ortografía apropiadas a su nivel. Al pasar de un nivel a otro más alto, el escritor debe utilizar las reglas gramaticales y de ortografía con más precisión.

5 En este trabajo ...

- La escritura está organizada en párrafos usando sangrías y márgenes de manera correcta.
- No hay errores de ortografía.
- Hay uso correcto de las reglas de puntuación: coma, punto y coma, punto y seguido, punto y aparte, punto final, las comillas, los puntos suspensivos, diéresis, división de palabras, etc.
- Hay uso correcto de las mayúsculas y el acento.
- El autor usa correctamente los tiempos de los verbos, los pronombres y los adjetivos.
- Hay concordancia entre el género y número.

3 En este trabajo ...

- A veces, hay oraciones y párrafos incompletos.
- Hay algunos errores de ortografía.
- Hay algunos errores de puntuación, pero usualmente no afectan la claridad del contenido.
- A veces hay omisiones de letras mayúsculas y acentos, o hay uso incorrecto de éstos.
- El autor no siempre usa correctamente los tiempos de los verbos, los pronombres y los adjetivos.
- No siempre hay concordancia entre el género y número.

1 En este trabajo ...

- No hay oraciones completas ni párrafos completos.
- Hay muchos errores de ortografía.
- Hay muchos errores de puntuación, o no hay puntuación.
- No hay letras mayúsculas apropiadas ni acentos.
- Hay muchos errores en el uso de los tiempos de los verbos, los pronombres y los adjetivos.
- Falta de concordancia entre el género y número.
- La falta de uso de las reglas gramaticales afecta la claridad del contenido y por lo tanto confunde al lector.

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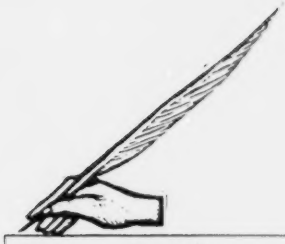

Presentación	**Nivel del grado: 3-12**
La presentación es la apariencia que exhibe el trabajo. Es fácil leerlo y atrae al lector. No hay borrones, tachones ni manchas. Las letras están bien formadas o están escritas a máquina. Hay márgenes. Hay dibujos o representaciones gráficas que apoyan al tema pero estos no distraen al lector.	
5 En este trabajo ... • El trabajo es nítido, legible, apropiado, y atrae al lector. • Hay illustraciones y gráficas apropiadas al tema. • Hay márgenes apropiados.	
3 En este trabajo ... • Parte del trabajo es nítido, legible, y sin embargo la apariencia del escrito distrae al lector. • A veces, los dibujos son apropiados al tema. • A veces, usa los márgenes apropiados.	
1 En este trabajo ... • El trabajo no es nítido ni legible. • Cuando hay dibujos, éstos son simples y no representan el trabajo escrito. • No usa los márgenes apropiados.	

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Student Writing Samples

The student writing samples that follow are organized by trait, but they do not necessarily represent the best work, or scores of "5," for each trait. Instead, they have been selected to demonstrate different aspects and important things to consider for each trait. The scores follow for each paper in Appendix A. Each paper is also scored on more than one trait. They are scored on all traits except presentation. We did not score presentation because the papers have been retyped for publication and are no longer in student handwriting or student-produced word processing.

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Tema

Hay una idea principal. El escritor tiene un mensaje específico y lo apoya con los detalles. Los detalles contribuyen al desarrollo del tema. Cada detalle contribuye a llevar el mensaje al lector. Además, el título refleja el tema.

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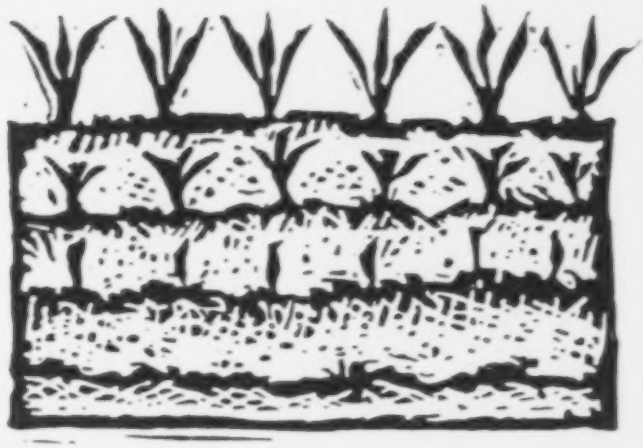
Grado: 3

Como las mariposas agararon manchas

Hase muchos años no abia flores solo mariposas pero no tenian colores nomas tenia el color blanco un dia vino una india tenia semillas de flores un dia las plantas las semillas de flores las flores cresieron y las mariposas se las comieron y aora las mariposas eran de colores eran bonitas y abian tiendas gentes y era un pais todo. La india toabia tenia mas semillas de flores pero las mariposas no se las comiero porque lla eran de colores. Todas estaban felises.



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Grado: 4

Hablar en japones

Hola me llamo Ana yo quisiera ablar en japones. Disde niña yo miraba a los japoneses y queria ser como ellos pero no podiarser como ellos porque yo soi Mexicana y mi familia tambien. Boi a estudiar para aser mi sueño rialidad. Grasias Dios mio.

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Grado: 8

Mi Heroe

Un heroe que tengo es mi primo. El vive con su papa, mama, 2 hermanas, y mi abuelita. El tiene 17 anos y maneja. Todos los martes viene desde Thorton hasta Lafayette.

La personalidad de el es ser calmado y relajado. A el le gusta bailar. Pero no toma ni fuma. Le gusta ser divertido juegando deportes y tambien en la computadora.

El tiene mucha importancia en mi vida. Unc razon es porque me ayuda con mis tareas. Cuando viene a visitar, el sabe como hacerlas. Otra razon es que me lleva a una cosa importante que necesito ir, cuando mis padres no pueden llevarme. Ellme enseno como hacer cosas que yo no sabia como hacer, por ejemplo, arreglar carros, bicicletas, y hacer escalones.

Su aparencia de el es grande y digo grande de tamano. A el le gusta vestirse normal con pantalones no tan grandes ni chicos. Los domingos se viste vaquero cuando va a la iglesia.

Un logro que el ha hecho es estarse en escuela. El recibio un diploma del presidente Clinton por mejorar en la escuela. Otro logro para mi primo es hacer que yo no sea tan travieso y que mejore en la escuela.

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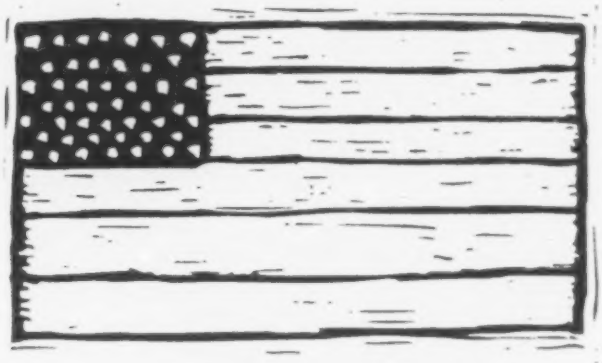
Grado: 8

Los Indocumentados

Los Méxicanos cuando deciden venir a los Estados Unidos. Vienen con una sola razón trabajar y alludar a sús familiares que se quedaron en México. Pero no es facil llegar a los Estados Unidos primero tienes que pasar por muchas cosas, tienes que cruzar la frontera hay algunos que lo logran y hay algunos que no llegan a los Estados Unidos. Porque hay muchas maneras para llegar a los Estados Unidos por ejemplo: Por el cerro, que es muy peligroso porque muchas veces los llamados "coñotes" se aprovechan de la inosencia de los Indocumentados diciendoles que por el cerro es una manera facil per no los dejan ahi diciendoles que cuando pasen la frontera alguien los va a estar esperando para llevarlos a donde ellos piensan ir. Da mucha lastima ver familias con niños pequeños en las fronteras ya sin dinero porque seles termina y no an podido llegar a los Estados Unidos. En cambio los que ya lo lograron buscan trabajo. Entran a la escuela y aprendan el Idioma I despues se asen personas de dinero. Que desilución cuando vez a un Latino que ya tiene tiempo aqui y tú llegas apenas de México y los vez que estan acomodados tienen su casa propia saven Ingles pero no saven Español. Pienso que un Méxicano o un Latino tiene que saver los dos Idiomas. Los Indocumentados son Humildes cuando ellos quieren trabajar, trabajan en el campo todos sucios o trabajan en los empaques pero les pagan lo minimo. Los Latinos contal de salir adelante no les importa cuanto les pagen contal de tener dinero aunque sea poco asta pueden llegar a humillarse. Yo me siento horgullosa de los Indocumentados que ampodido salir adelante sobre todas las cosas. Creo que mi historia se termina. "ARRIBA LA RAZA LATINA"



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Grado: 8

Consejos de Mi PaPá

Mi papá nos aconseja y nos dice lo que esta bien y lo que esta mal. Pero ambeses nos dise que nosotros mis hermanos y yo pensamos mal de el. Que no lo queremos o algo asi. No puedo adivinar lo que el realmente piensa. Yo me pongo a pensar y digo unas de mis Amigas no tienen padres que oigan sus sentimientos o para que las aconsejen. Unas tienen pero no las alludan a realizar sus vidas. Mi papá nos dise que primero terminemos el estudio y despues el noviasgo. Si estudiar pero tener amigos primero. Y despues sacar una carera. La carera es para asegurar nuestro futuro y para consejir un trabajo bueno y seguro. Tambien nos dise que no andemos de alguenderas y de voladas. Como tambien las mamás nos aconsejan nos dice que no andemos asiendo lo que otras per sonas asen como por ejemplo. Una Amiga se fue con el y la dejo con un bebe. Un dia me dijo mi mamá que sufren mucho cuando seban con el que asta llegan a golpearlas. Mis papás no quieren que nosotras agamos eso y por eso nos aconsejan. Y tambien de que no usemos drogas por que las drogas to yeban por males caminos. Realmente, yo estoy horguyosa de mis papás por que nos an ayudado mucho y lo segiran asiendo. Y esto se los agradesere siempre asta el fin y mas alla del fin. Papás ustedes me an echo ser alguien en la vida y por eso les digo

grasias por todo

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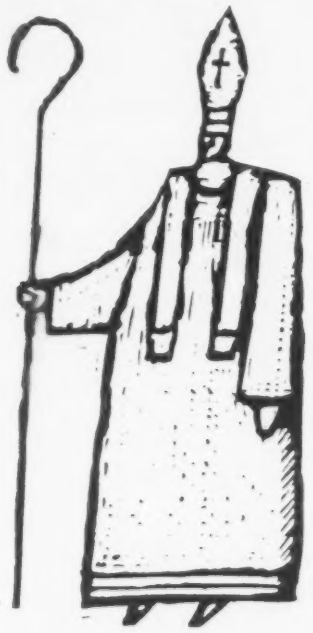
Grado: Escuela secondaria

Mi lugar preferido

Mi lugar preferido es un lugar muy tranquilo, donde todo es paz y amor. Ese lugar es la iglesia en ese lugar yo olvido todo, es como si mi mundo fuera la iglesia y las personas que estan hay. Yo soy muy activa en la iglesia yo canto, actuo, ayudo con la limpieza y con todo lo que tenga que ver. Es un lugar muy apreciado tambien para toda mi familia.

Para mi no es una iglesia cualquiera yo e visitado muchas iglesias, pero ninguna como la mia. Es una iglesia que se fundo en el 1912 tiene una estructura muy vieja, pero se a mantenido en muy buenas condiciones. Lo mejor de todo es que yo tengo muchas recuerdos en esa iglesia, hay esta la midad de mi vida. Lo todo el mundo tiene el mismo concepto que yo.

Lo mejor que me paso fue que un dia estabamos limpiando la iglesia, en la parte del sótano y me encontre una carta del 1932 de uno de los primeros pastores.



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Grado: escuela secundaria

La Persona Que Ha Influido en Mi Vida

La persona que ha influido en mi vida y que aun sigue influyendo es mi Mamá porque ella me ha brindado todo el apoyo que he nesecitado y gracias a ella he podido salir adelante.

Mi Madre me ha ayudado y me ha dado un ejemplo a seguir para que cuando yo llegue a decaer tenga las energias para poder levantar y seguir adelante sin mirar lo que paso astras,ella es un modelo a seguir para mi y por eso yo trato de hacer todo lo mejor que se pueda aunque no todo salga bien.

Mi Mamá siempre me ha enseñado los valores de la vida,lo que es bueno y lo que es malo para que asi en el transcurso del tiempo sepa yo ir por el camino mas adecuado.

Yo no podria decir que mi Mamá es como una amiga para mi porque los amigos algunas veces traicionan y a mi ella nunca me a traisionado,porque se que ella siempre quiere lo bueno para mi y sus intenciones son buenas,aunque unas veces los jovenes no crean que los consejos de las Madres siempre sirven.

Por lo tanto cada ves que voy a hacer algo recuerdo los consejos que me ha dado y trato de reflexionar y tratar de mejorar en todos los aspectos y día a día estos consjos me han servido.Yo creo que si tubira que volver a nacer y poder escojer una ves mas a mi Madre lo haria porque la quiero tanto y porque ella me ha dado todo lo que este a su alcanze para poder salir yo adelante.

MiMamá es lo mas preciado y valioso que yo tengo en las vida y si ella no estuviera a mi lado siempre quizas ahora yo no estuviera aqui estudiando y andaria como muchos jovenes en la calle desperdisiando mi vida con el alcohol o con las drogas.

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Uno de los consejos que me ha dado mi Madre y que me ha dado hasta ahora es; Pase lo que pase nunca mires atras y lucha por tus propias metas, por eso cada que recuerdo este consejo trato de poner mas empeno para que ella este orgullosa de mi como yo lo estoy de ella.

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Grado: Escuela secondaria

Los bailes

Hay muchas maneras de divertirse en los bailes. Unas de ellas son.

Cuando uno anda con sus amigas(o) en los bailes. Nosotros nos podernos divertir mas de lo que pensabamos. Mas si ai bebidas. A nuestro grupo nos gusta tomarnos 1 cerveza para podernos divertir mas. A veces cuando no ai pues estamos bien.

Otras de la maneras de divertirnos son que cuando uno anda bailando asemos nuestra bolita de amigas y asemos una rueda para que cada persona entre a la rueda a bailar sola o con un compañero. Para mi los bailes son divertidos pero cuando ay broncas no me gustan. A veces los muchachos cuando se pasan de Alcohol en piensan a peliarse o comiensan ser sangrones con las muchachas que no quieren bailar con ellos.

Cuando las muchachas tienen novios y los borrachos empiezan a faltarles al respecto los novios de ellas se enojan. Y es cuando empiesan todos los pleitos por ellos. Algunas veces por otras razones cuando todos train pleitos y se encuentran en los bailes se empiezan a decir cosas.

Los bailes son divertidos pero a veces no. Si te gustan las pachangas pues uno se aguantan los pleitos y ban al baile para la otra.

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Grado: Escuela secondaria

15 años

Nosotros celebramos los Quinceaños different que lo que son de otros lugares. Meses antes del dia de cumpleaños hacen preparativos para que todo sea bien bonito i que todaa la gente invitada se divierta i tenga un buen tiempo en la fiesta. Primero tiene que escojer el vestido de la Quienceañera i tambien tiene que escojer a las damas i los chambelanes, tiene que ser catorse parejas i con la Quienceañera i el Chambelan de honor son quience. Despues tiene que juntarse i practicar el vals que se va a bailar en el dia de la fiesta. Todos los chambelalas i las damas i los padrinos i los padres tiene que ir a hablar con el padre de la iglesia para hablar hacerce de la fiesta. Antes de que empiese el baile tiene que ir a la iglesia para que se confiese ella i los padres y padrinos. Ay padrinos de salon ai muchos otros padrinos. El dia de la fiesta se sirve comida i luego habren las champain para brindar con toda la gente invitada. Estados unidos celebran los dieziseis años. O "Sweet Sixteen" como ellos le llaman i tambien hacen lo mismo que nosotros los mexicanos. Nosotros en los bailes de familia o familiares lo que queremos es tener un buen tiempo estar con la familia i conoser otras personas que uno no conose es bien bonito cuando se ve que la familia esta reunida con otras familias. A las Quienciañeras les regalan una mona, estaba una cadena a otros regalos que otra gente les dan a ellas cuando complen allos. Los bailes se ponen bien bonitos i se baila hasta las dos de la madrugada. Se reparta el pastel que fue comprado para esa ocucion porque panaderias hacen pasteles para esa ocacion y para otras tambien como casamiento i otras ocaciones especiales tambien. Muchas Quinceañeras les llevan las mañanitas a las seis de la mañana con mariachi i el mariachi le canta cuando sale de la iglesia i cuando esta en el baile por un rato porque luego es turno para el DJ.

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Grado: Escuela secondaria

"Mi Lugar Favorito"

Mi lugar favorito es el gimnasio. Me encanta levantar pesas es algo que me facina.

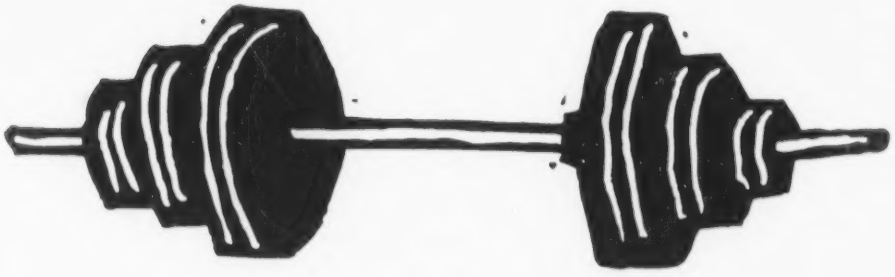
Me gusta aser mucho ejersisio. Lo ago cada tercer dia es algo muy important para mi eso es mi rutina.

Me gusta estar en calo todo el tiempo. Yo veo que esta es una manera para yo estar activo y fuerte.

Despues de todo pone mi cuerpo en forma y se pone bien. Es algo muy importante para mi.

Asistir al gimnasio para mi es como respirar porque, si no voy a el me siento con muchas ganas de ir y asta que voy me pongo bien. El gimnacio es una rutina muy importante en mi vida.

Conclusion final, el gimnasio me a enserado ami la manera de mantener mi cuerpo fuerte. Tambien me a demonstrado que es algo muy saludable algo que no con assezo nada malo pasa.



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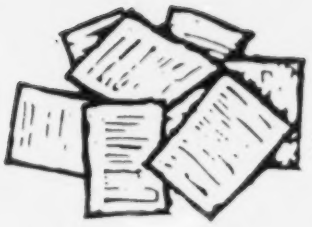

Organización

La organización es importante en la escritura del español, pero es diferente en que no se necesita un orden tan lineal como en el inglés. Por ejemplo: primero, segundo, tercero ... En español existe una introducción o presentación del tema con su debido desarrollo y un fin, pero las partes pueden entrelazarse. Lo que es importante es que las partes siempre se relacionan al tema principal. El lector puede reflexionar sobre el tema después de leerlo todo.

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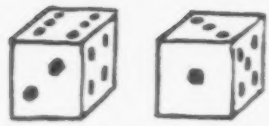
Grado: 4



Este cuento fue en las vegas.

Adentro del circos circos ay juegos para los adultos juegos para los bebes y para los niños (a) y muchisimos (a). All acrobata. Resauranes. Afuera esta un montaña rosa. Cuando voy al circos circos all muchisimas personas. Afuera esta un payaso grandisimo esta pegado con el edifisio. Tiene lusez. Tiene un goro y zapatos grandes.

En los juegos de los adultos los niños no pueden entrar. En de los bebes ay un abion que te sientas y tiene una tele adentro. Cuando voy ay munchos niños (a) muchachos (a) esta debirtido cuando voy. Asi es como es el circos circos.

Cuando fui a las Vegas en el circos circos ¡Mira mami el payaso! "Si mija" Papi padonde bamos. Dijo Juan-angel "Para los juegitos. Cuanto dinero los va dar. Dijo Irene "Yo nose."

Hola. Yo soy Irene. Cuando fuimos a los juegitos yo estaba jugando derepente me pucho yo me enoje ni la conosia ella es Americana.

Ella no le importo de que me enoje noomas estaba jugando mi turno. Entonses la mamá de la niña no iso nada nomas estaba parada. Entre un rato la mama le dijo a la niña "Dejala jugar" le dijo su mamá.

Yo casi ni la entedia lo que desian en igles. Entonses la niña y su mamá se fueron la niña se fue con su mama llorando y gritando. Yo cuando empese a jugar la cora se abia cabado entre un ratito.

Fuimos a comer en un resauran en el circos circos. La comida fue delisiosa.

Ya cuando nos fuimos los bajamos en un eleberador pero mi hermano se metio primero en el eleberador y sola l puerta se sero mi hermando no supo que aser el nomas le pucho a los botones nadien estaba con el.

Derepente se abrio la puerta y ay estaba mi hermano todos estabamos riendo y los fuimos al carro y nos fuimos ala casa de me tia.

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Grado: escuela secundaria

Un Final Feliz

Era tan solo un niño, no sabía de problemas, sin embargo comprendía lo que estaba sucediendo con mi familia. Ocurrían cosas extrañas en aquella casa, imposibles de comprender. Mi familia y yo estabamos pasando graves problemas económicos, además mi padre estaba enfermo. Mi mamá trabajaba, pero lo que ganaba era muy poco, no ajustaba para mucho.

Pasó el tiempo, yo ya era un poco mayor, me sentía competente para trabajar. Más tarde un señor rico me ofreció trabajo, era muy duro para mi, pués solamente tenía once años de edad, por otra parte, estaba muy agradesido con él. Atravez del tiempo, el señor se desilucionó de mi, ya que mi trabajo era incomparable al de los majores, luego decidió despedirme. Me sentí muy mal, una vez más desepcionado.

Mientras tanto, los problemas empeoraban, en especial la salud de mi padre, sin embargo sequíamos luchando, confiados en que ibamos a salir adelante. Por fin un buen día pasaba un señor por aquel lugar: era un poco mayor, tenía su barba larga y blanca, se miraba bien presentado. Llegó a mi casa a que le bendieran comida, con mucha pena mi mamá le contó lo que pasaba, él se compadeció de nosotros y nos ayudó.

Más tarde todo cambiaba, mi papá estaba mucho mejor. Poco después comenzó a trabajar, yo comencé a estudiar, gracias aquel buen hombre. Él estubo un largo tiempo en mi casa, yo lo quería como si fuera un miembro más de mi familia.

Una ocación, aquella persona se iba, mi padre le pregutó el motivo, él le dijo que iba en busca de unos familiares. Mi papá le ofreció su ayuda. él con mucho gusto la aseptó. Cuando dió la información acerca de las personas, todos nos llevamos una gran sorpresa, finalmente resultamos siendo familiares. Él era mi tío, nosotros eramos las personas a quienes buscaba. Desde ese momento lo quise aun más, tenía todo la razón para quererlo.

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Tono y estilo

El autor toma en cuenta al lector. El lenguaje que el escritor escoge es apropiado para el estilo de escritura. Hay una concordancia entre el estilo y el uso del lenguaje. El lector puede captar la voz del escritor. Por ejemplo, el tono utilizado en un boletín de noticias no es el mismo tono de un cuento o de una carta amistosa. En la buena escritura existe un tono y estilo que concuerdan con el tema.

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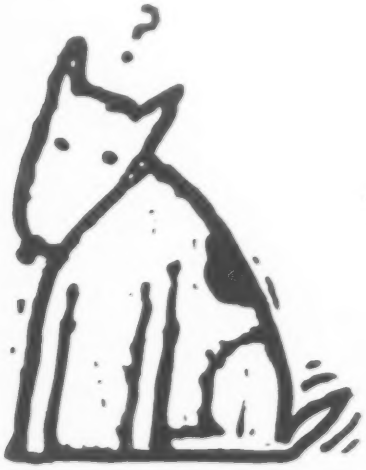
Grado: 3

Como adoptar a los aminales

Oye Tu atopta una animal.

Voy a decirte porque Hoy mismo puedes adoptar a Gatos y perros. Levantate del sillón y ponte la chaqueta y agarra tus llaves y subete al carró y vamanos. Porque si no atoptan a los Gató y perrós los van a matar poreso necesitan atoptar a los Gatós y perrós ¿Donde? ¿Donde pueden atoptar a los Gatós y perros? puedes atoptar a los Gatós y perrós hay uno en cada ciudad un lugar llamado la Humane Society. ¿Como? yo voy a comvenser a las personas que adopten a los Gatós y perrós para que tu perró cuando vaycas a la casa de tu abuela y cuide tu casa y que tu Gato cuando de sientas solo o sola para que venca para que no se sientas sola o solo pereso nesesita atoptarlos. ¿Quien? Quien puede atoptar a Gatos y perros yo le voy a petirle a mi papa Que adopte un perrito porque si no adoptan alos animales los van a matar poreso.



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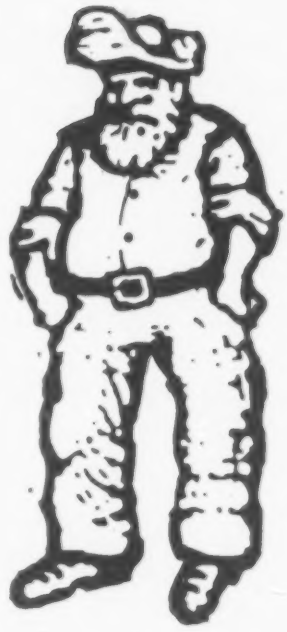
Grado: 3

Abuelito

Cuando yo tenia tres años de edad mi mamá se vino para los estados unidos para darnos lo que quiriamos. Tambien por que casi no teníamos dinero y en méxico todo esta muy caro. Mi mamá nos dejo con mi abuelito y mi abuelita a vivir con ellos todo los años que no estuvieron mi papá y mi mamá. Yo creo que mi mamá un tiempo no trabajó en los USA y nos dejó de mandar dinero. Mi abuelito no sabía que darnos de comida. Despues pasaron años y mi abuelito se murio y toda la casa se puso muy triste. Despues mi mamá se enteró y quiso que yo y mi hermana nos fueramos con ella aquí en los. U.S.A..



Por eso donde estes abuelito te doy la Gradias por avernos cuidado.

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Grado: 6

Una noche divertida

En una noche de invierno muy fria, yo dormia en mi cuarto muy tranquila.

Afuera solo se escuchaba el viento y los aullidos de los lobos.

Pero a la media noche desperte porque escuche un ruido muy extraño y me levante para mirar que habia sido.

Pero no mire nada despues baje a la sala y la television estaba prendida revise el cuarto de mi hermano para preguntarle si no habia escuchado el ruido y no lo encontre, revise la casa y no lo encontre sali hacia afuera y ahi estaba.

El tambien habia escuchado el ruido. Revisamos todo alrededor y encontramos un marciano con tres ojos y mi hermano se asusto mucho.

Pero el marciano huyo porque nosotros lo amenasamos y si no se marchaba lo encerrarlamos y no lo dejarlamos salir.

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Grado: 7

Mi Autobiografía

Yo nací en Chihuahua en 1988. Cuando estaba yo chiquito, mi mamá me me dejó dormido en el sillón mientras ella iba a al tienda. Me desperté y me salí para afuera gateando. Cuando estaba bajando las escaleras, me asomé para un lado y me cai en el bote de la basura. Cuando mi mamá regresó, se asomó para un lado y me vió. Se desmallo desde las 10:15 hasta la 1:30, Cuando salió del trabajo mi papá, vio a mi mamá que estaba desmayada y a mi llorando, me recojio y nos llevo al hospital. nos dejaron bien de salud pero ya no quiero volver a tener esa misma experiencia cuando tenga mi hijo. Mi esposa tiene que cuidarlo mejor que a mí.

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Grado: 8

Mi Vida

Hola!,

Mi nombre es Rosa y soy de Colima, Mexico. Acavo de complire mis 14 años este pasado lunes 11, de Octubre.

Eh vivido casi toda mi vida en el estado de Washington y solamente eh ido a estos estados Oregon, California, y porsupuesto ah Washington porque aqui vivo.

Tengo dos hermanos menores que llo, uno de 11 años y otro de 6.

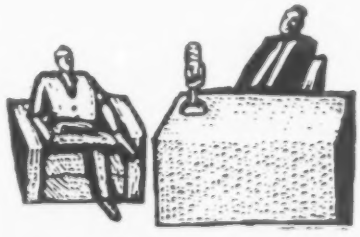
Voy en una middle school bien chida en donde estoy en el octavo grado y donde tengo muchas amigas que casi las conozco desde el cuarto grado. Aunque este año a sido el mas aburrido y e tenido depressiones, mis amigas y familia me inspiran para dar una sonrisa.

Creo que en el mundo no ay nadie como mis amigas y familia.

Bueno como ven casi no ai cosas importantes en mi vida pero lo que si va ser importante son tres cosas que espero con ansiedad y son

1.) El nuevo milenio

2.) Y mis Quince años en este 2000 que quiero y sea un sueño hecho realidad al lado de mis padres hermanos y amigas lla que soy la unica hija en mi familia y no tengo hermanas que tanto eh desiado tener!



3.) Cuando llegar a grande ser una disenadora de ropa famosa.

Sinceramente,
Una soñadora!!!

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Grado: 10

Noticia

Buenas tardes, la noticia numero uno de hoy, se trata de el chupacabras.

Como les deciamos ayer el chupacabras vuelve a matar otra vez, pero no en el mismo sitio, esta vez es en el rancho del Señor Carrillo, quien está muy desconsolado por las obejas muertas que encontro cerca de su casa. Por ahora eso es todo lo que le tenemos por hoy, que tengan mucha suerte y mantengan todas sus puertas y ventanas cerradas porque nunca saben, a lo mejor el chupacabras esta en su jardin en este moment ..... Aaaahh! y hai esta!!! Continua .....

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Grado: Escuela secundaria

6 años

Cuando tenía 6 años, empezé la escula cuando ya habia empezado el curso. Empezé como al mes después de haberse iniciado las clases.

Estaba espantado completamente. Era mi primer experiencia lejos de casa.

Mi maestro se miraba mucho muy enojar. Recuerdo q' queria llorar. Los demás estudiantes se miraban muy tranquilos, pero yo quería salir corriendo e irme a casa.

Poco a poco me fui acostumbrando. Recuerdo q' la escuela se me hacia completamente enorme. El patio de recreo era para mi inmenso. Me sentia muy atemorizado de los demás muchachos, especialmente los más grandes.

Un dia después de clases, mi hermano se supone q' me hiba a recoger. (La escuela dónde yo asistía quedaba un poco lejos de casa). Poco a poco todos los demás estudiantes y la gente se empezaran a ir. Hasta q' el lugar empezó a mirarse vacío. Yo estaba muy espantado.

Mas tarde mi mamá llegó por mí. Estaba muy preocupada y me abrazó al verme.

Mi hermano había dicho que no me habia encontrado en la escuela. Entonces mi mamá tuvo que ir a buscarme. Mi pobre hermano estuvo en problemas por eso.

Otro dia intenté irme caminando al salir. ¡Que gran error! Salo tenía que seguir derecho por una misma calle. Era bastante retirado

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Grado: escuela secundaria

Él

Frenó el carro para permitirme el paso hacia la orilla opuesta de la enorme charca en la que estaba convertida la calle en aquella lluviosa tarde de verano. Sentí como su mirada se posaba sobre mi y se mi dificultó; aún más, cruzar la inmensa callecilla. Me pareció bastante el tiempo que tardé en hacerlo y cuando lo logré no pude evitar voltear, el carro seguía ahí. Él, por la ventanilla cubierta parcialmente con las transparentes gotas de la lluvia, me observaba fijamente. Yo busqué sus ojos y postré mi mirada sobre ellos. Nunca antes había sentido la sensación que me invadió esa tarde que aún tengo presente en mi mente como si hubiese ocurrido hace sólo unos minutos. Tubo que avanzar, pues los áutos tras de él claxoneaban insistentemente. Cuado su carro circulaba el sequía con la mirada prendida en mi y yo en la de él, mientras mi corazón latía aceleradamente. Se perdió al dar la vuelta en la esquina y yo seguí mi camino; no recuerdo exactamnte que iba pensando pero estoy segura que era en él, en sus ojos color gris, en la sonrisa que tenía en sus labios cuando me miraba y en el gesto de enfado que mostró duando tubo que acelerar.

Los días en aquel verano transcurrían lentamente, yo recordaba aquella tarde cada amanecer, cada despertar era la imagen de aquellos ojos la q1ue se apoderaba de mi mente, de mi pensamiento. Hoy sé que a él le pasaba lo mismo conmigo.

Al día siguiente: apenas terminó mi clase de capacitación, corrí al mismo lugar, a la misma esquina, con la única esperanze de volver a verlo. Cuando llegué, mi corazón palpitaba fuera de lo normal, no estoy segura si era por haber ido a una velocidad poco común para mi o por la emoción que me causaba la sola idea de verlo, algo me hacía sentir quo lo vería otra vez.

Finalmente llegué al lugar, éste estaba desierto, sólo se veía una patrulla de la policía de caminos con los vidrios muy empañados por la lluvia, como si hubiese tenido mucho tiempo estacionada ahí. Me quedé parada como estátua, reciviendo la lluvia en todo mi cuerpo mientras contemplaba las gotas y mantenía la esperanza de que llegara.

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No llegará - Me decía a mi misma en silencio-. No llegará, me estaba repitiendo cuando alguien me tomó los hombros por detrás y me preguntó si podía hablar unos minutos conmigo. No contesté pero mas tarde me di cuenta que llevabamos una conversación muy avanzada.

Pasó el tiempo y lo que nació aquella lluviosa tarde fue crediendo cada día más: _____ fue la etapa más linda de toda mi existencia porque; entre otras cosas, aprendí a vivir, a valorar lo que tenía en ese momento y lo que me queda ahora, aprendí a aprovechar cada oportunidad que se me presenta en la vida, aprendí muchas cosas; nuevas para mi por la edad que tenía, pero sobre todo aprendí a quererme a mi misma, a dejar a un lado aquello que me deterioraba, que me corroía física y emocionalmente. Aprendí que la libertad es más bella y valiosa por sobre todas las cosas. Hoy se que no depender de nodia y mucho menos de una porquería; como el LSD, es ser libre.

Él ahora ya no está, se ha ido, sólo me dejó todas esas cosas bellas y dos lágrimas, sólo dos. Cuando partió, esas dos lágrimas corrieron por mi rostro; tenía un dolor físico en el corazón y no pude llorar. Hoy me han quedado también los recuerdos. Recuerdos, si, recuerdos de aquellos atardeceres cuando el sol ya se estaba yendo y _____ él y yo soliamos salir a caminar por las solitarias playas de Mazatlán. Recuerdos de aquellas noches de luna en que paseabamos por las mismas y que ya nunca volveran.

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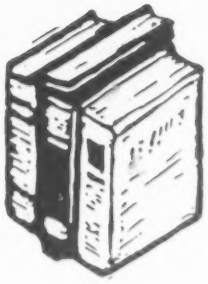

Uso de lenguaje

Las palabras expresan con claridad los pensamientos del escritor. Este utiliza un lenguaje apropriado y variado. Hay evidencia que el escritor sabe cómo experimentar con el uso del lenguaje. Por ejemplo, no hay repetición de palabras, y utiliza diferentes palabras de transición entre los párrafos.

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Grado: 3

El Lobo Ferros

Había una vez un lobo ferros que los dientes los tenía muy filosos y le gustaba mucha carne y se comió hasta venados y cuando habría la boca se mirar roya y el corrió y no miraba hasta que se fue hasta la nieve y se encontró un oso y allí grito.

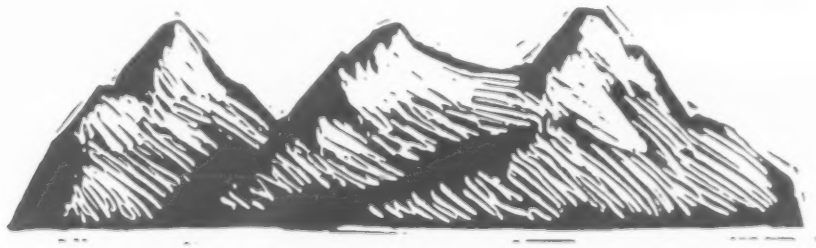
- ¡Auuuuuu!

Y se le hiba a correr reacio y se resbalo y el oso se lo comio pero ese lobo era el corrió y el lobo se encontró un venado y el lobo se lo quiso comer y otraves se encontró un chibito. Y el pobre chibito le corrió y los dientes estaban muy muy muy muy filosos y la eran.

Un día nuevo el lobo se encontró a una loba de el lobo y estaba primero en un país que se llama sur América y de allí se fueron a México y alla se encontraron un niño lobo cuando se lo encontraron estaban un toco grandes y cuando se los encontraron comían y un día los niños lobos se fueron cosi desirles a su papa lobo los niños se encontraron a el lobo a un el lobo se lo iba a comer pero el lobo no alcanzó y el lobo no sabia pero en de se lo iba a comer era todavía en México después sodio cuenta que en México no avia comida para comer y los niños lobos se quisieron ir porque no había comida.

el lobo trataba de levantar una piedra pero el trato pero el se canso y se canso y el estaba su dando y sudando como si estuviera lloviendo y el se iba a bajar la roca llego el oso yací te ayudo y le dijo estabien si te ayudo tu seras mi amigo.

y al fin se míos amigos



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Grado: 4

Viaje alos pantanos

Cuando yo mire a la garza auzl estaba comiendo pezes grandotes. Yo escuche a los saltamontes haciendo el sonido gir gir gir con sus patas. Yo oli una cosa que bolia como lo del baño. A mi me gustaron los pezes y saltamotes y los pájaros a mi me gustaron los pezes porque estaban brincando mucho.

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Grado: 6

Beísbol

Beísbol es un deporte muy complicado, pero también es muy divertido. En beísbol, hay cuatro bases: home, primera, segunda, y tercera base. Juegas en un parque que tiene la forma de un diamante. La primera base está en el lado derecho; la segunda en la parte de ariba; la tercera en la parte izquierda, y el home en la parte de abajo. Las cosas que necesitas para jugar beísbol son un bat, una pelota de beísbol, un guante y una persona con quien jugar.

La posición que debes tomar para poder pegarle a la pelota mejor es pararte mas o menos a tres pies del home, depende de que lado te pares. Si eres derecho, párate de el lado izquierdo y si eres surdo, párate de el lado derecho. Después pones tus pies como 6 pulgadas aparte del home. Deja tus pies así pero voltea tu cabeza hacia el picher que está en medio del diamante.

Después el picher te tira la pelota y tu tomas un paso corto hacia adelante con tu pie de enfrente y pégale a la pelota. Tienes 3 strikes y 4 bolas. Un strike es cuando pasa arriba del home y entre tus rodillas y to cintura. Si pasa por cualquier otro lado, es una bola.

En beísbol hay 9 jugadores en cada equipo y hay dos equipos. Los dos tienen jugadores en las bases de primera, segunda y tercera. También tienen un catcher, quien juega atrás del batiador, y un pitcher en frente del batiador del otro equipo. También hay jugadores en centro, derecho y izquierdo de la "outfield". Los fielders tratan de atrapar la pelota cuando el batiador lo manda lejos. Si la recojan en el aire, la tiran a la primera o a la base a que está corriendo el corredor. La pelota tiene que llegar al jugador de la base y el tiene que pisar la base antes que el corredor para sacar un out. Hay tres outs por equipo cada entrada y hay 9 entradas. En una entrada, baten los dos equipos hasta 3 outs.

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Grado: 8

La Historia de Estrella

Todavia lo recuerdo como si fuera ayer, aunque lla han pasado muchos años.

Ella llego a mi atraves de un regalo de cumpleaños de mis padres. Yo tenia tan solo 5 años, y la llame Estrella. Estrella era una cachorita vien jugetona.

Yo vivia cerca de varias tiendas, mi favorita era una llamada las Juanitas. A mi me gustaba llevar a Estrella a caminar.

Un dia mientras iva con Estrella a las Juanitas, ella se paro cerca de un arbol y empezo a grunir y holfateaba y olfateaba, despues empezo a morder la tierra, yo la quite y siguemos por el camino. Como en las Juanitas no dejaban que los perros se metieran la tuve que amarar a un poste.

Cuando sali vi a Estrella comportandose muy extraña. Cuando nos ivamos acercandonos a la casa de repente se callo al suelo y con desesperacion me fuy corriendo a la casa con ella en mis brazos. Mi mama me vio entrar y corrio al telephono a llamarle a la veterinaria mas cercana para decirles que ivarnos asia lla.

En la veterinaria me dijeron que via estado envenenada y que iva a morrir, empeze a gritar y a llorar sin poder parar. Yo no queria que se murriera Estrella!!

Siempre que mirava una foto de Estrella y de mi volvía a llorar!

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Grado: 10

On Christmas holiday break my family will go down to California and visit relatives. First we go to my Uncle Stewart's house. We play Uno and a game called Murder with them. From youngest to oldest their names are Carey, Andrea, Amy, J.D., and Jennie.

Next we go to Uncle Juan's house. We play soccer, mancala, and turok. Their names are Luz, Eva, Emy, Julio, Hugo, Pepe, and Myrna. Unos veces vamos a la iglesia y jugamos basketball. La comida in their casa is muy bien.

Luego vamos a mi tio Kurtis's casa. Miramos el television y jugamos algo. Ellos tienen un pequeño niño que le llaman Benjamin. Tambien tienen un perro, Hannah. La trip es muy largo y lasts mucho tiempo. El paseo es muy largo y no me gusta. Mis relativos son muy divertidos y me gusta el tiempo con ellos.

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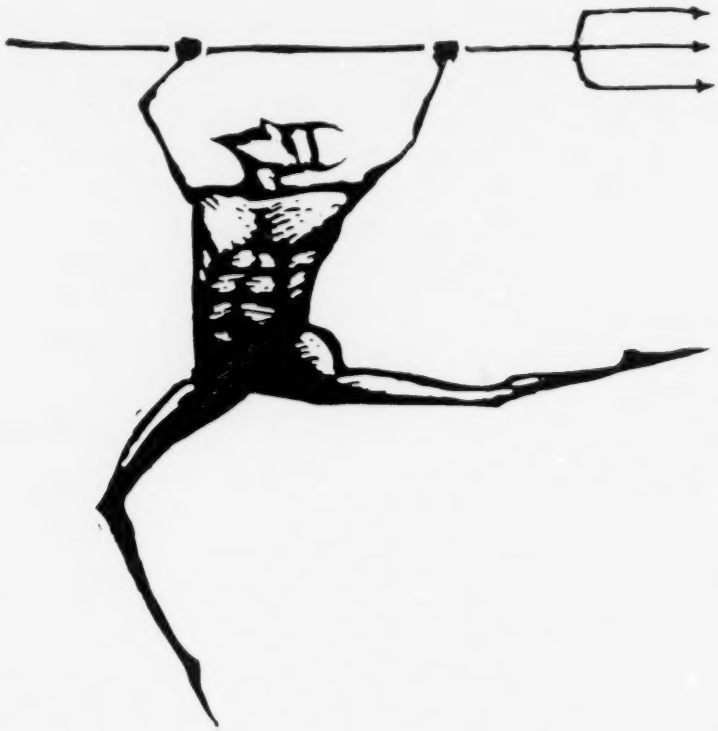
Grado: 10

El chupacabras descripcion

El chupacabras en un fenomeno. Nabie sabe de donde es, de donde vino ni adonde va. Nadie sabe su rumbo. El chupacabras es una creatura rara. Su altura es de como 3 pies y medio, pesa aproximadamente 70-a 80 libras. Con unas alas inmensas los ellas pesan con 15 libras son color café. Todo el chupacabra es color café con pedasos negros. Y dos ojos grandes color rojos. Tambien 2 colmillos candes color blancos como la nieve Tiene 2 mano Inmensas con 3 dedos tambien imensos en cada mano. Sus orejas como las de dumbo. Tiene 3 cuernos un de ellos lo tiene en medio de la frente color negros y rojos. 2 pies son con lo que se sostiene en el zuelo tiene 4 dedos en cada pie. Es muy velos corre aproximadamente 80 millas por hora.



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Fluidez

La fluidez describe el movimiento rítmico entre las oraciones y los párrafos. Hay una variedad de oraciones. No hay interrupciones que hagan difícil la continuidad de la lectura. Esta fluidez rítmica entre las oraciones y los párrafos es agradable al lector.

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Grado: escuela secundaria

Me considero especial, original, caprichosa, rebelde, diferente, única y algunas veces masoquista, pero dobre todo muy honesta, sincera; al 100%.

Creo que soy muy fuerte (por lo menos para mi familia) pero sensible a la vez, me muestro dura y agresiva la majoría del tiempo para que nadie me pueda lastimar, no muestro mi verdadera personalidad para que no conoscan mis puntos devil. Creo que tengo algo en común con las víboros (por eso las amo) porque hiero profundo, pero al igual gue ellas aviso antes de atacar y cuando lo hago es con la misma intención que estas; para protegerme.

En cuanto a educación: Las carreras educativas que me gustan son muchas, infinidad, pero mis preferidas son Arqueología, Leyes, Patología y Detective Privado.

Mis deportes son Volley Ball, Tennis y Ajedréz. Me gusta mucho leer, escuchar música, visitar cementerios, estar sola en la mayoría de loslugares y la mayoría del tiempo, estar encerrada en mi cuarto desnuda, ver televisión, salir de noche pero sola a lugares solos, salir también sola a lugares lejos apartados de la ciudad, de la gente.

Amo la libertad, la soledad, la tranquilidad, la obscuridad, la honestidad/sinceridad. Me fascinan las víboras, las lechusas, los vampiros. Me gustaría tener unos restos fósiles humanos (por lo menos un craneo), aprender a tocar el piano y viajar constantemente a los desiertos pero sola para estar nadamas con migo y poder disfrutar el paisaje, la tranquilidad.

Las cosas que yo detesto con todo mi ser, con toda mi alma, es la hipocrecía. Odio que me mientan o que traten de engañarme, prefiero las verdades auque me hieran. Tampoco me gusta salir de compras, a los cines, bailes o cualquier lugar que este lleno de gente.

Mi frase es: "Prohibir crea tentaciones" Si mi mamá u otra persona me dice "No hagas... x cosa," yo pregunto siempre "Pórque?" y si no me lo dicen yo trato de encontrar el porque pero siempre el experimento es haciendo lo que me prohibieron. Me fascina experimentar; creo que es por esa razón que me

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gustan las ciencias. Esto muchas veces me ha traído malas experiencias; lo bueno esque que de malas o buenas experiencias siempre se aprende. Otra frase que me gusta es: "Cada tropenzón sirve para dar un salto mas alto."

Hace poco tiempo llegue a la conclusión de que admiraba a ciertas personas, forme una lista de estas y las que figuran en esta son: Mi mamá, Fredy; mi hermano, María Carrillo; mi maestra, Ricardo Arjona y Carlos Cuauhtemoc Sánchez. Estas personas son personas modelo, ejemplo, soy una verdadera fanática de ellos.

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A.B.C. Gramática y ortografía

Todas las palabras están bien escritas y hay puntuación correcta en todo lo escrito. El escritor sabe cómo usar los párrafos, la gramática española, la ortografía y el acento. Es fácil leer el escrito porque no hay errores gramaticales. El escritor tiene que saber todas las reglas gramaticales y de ortografía apropiadas a su nivel. Al pasar de un nivel a otro más alto, el escritor debe utilizar las reglas gramaticales y de ortografía con más precisión.

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Grado: 3

En mi salon de clase hay muchos parafos. Los parafos son largos y otros cortos pero todos estan escritos en la computadora. Cuando vengo al salón me siento muy contenta porque puedo aprender más de lo que se. Abeses me siento muy feliz porque aprendo más matematícas.

Yo juego con todos casi. Yo juego más con el Fernando y la Stephanie. Ellos son mis mejores amigos en toda la clase pero tambien juego con la Nataley. Yo abeses no quiero jugar con nadie porque no me gusta lo que juegan. Cuando no quiero jugar me voy con una niña ablar de cosas que nos gustan.

Mi maestra es muy buena pero cuando se enoja empieza a gritar. Ella nos da chicle y abeses nos da un dulce. Cuando viene el Sr. Saludares nos trae jugo, dulces, pan y papitas. Pero primero nos lee un cuento.

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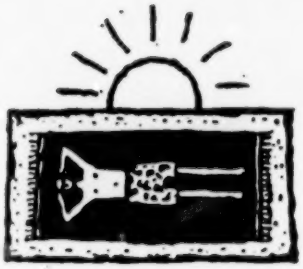
Grado: 4

Cuando fui a la playa en la vacaciones



Cuando fui a la playa en las vacaciones con mi familia en un pueblo que no se como se llama yo estabá muy contenta que no me podia dormir.

Lo que no me gustó fue que llegamos en la noche y no habían hoteles nos teníamos que ir a otro pueblo. Tampoco estabán abiertos pero mi hermano y yo vimos un hotel que se llamaba ocean.

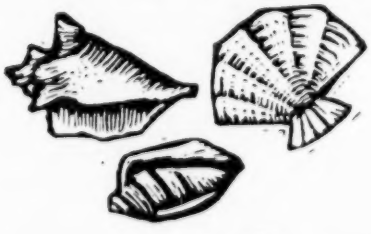
El hotel tenia un baño un cuarto y dos camas. Tambien una televisión con un visiar.

Después now fuimos adormir pero yo y mis hermanos no nos podíamos dormir porque mi papa estabá roncando y nos otros nos reiamos. Después mi papá nos regañó y nos fuimos a dormir.

Nos fuimos a dormir y al otro dia mi papá dijo "Vamos al Dennis y después a la playa." Nos fuimos a desayunar. Yo comi panquequis y tator tots. Despues alli nos fuimos a la playa.

Cuando llegamos a la playa no mas me mojé los pies porque el agua estabá muy fria. Mi papa dijo "No quieren ir al río?" Yo dije que no pero mi papá dijo "Bueno si quieres podemos hacer las dos cosas."

Yo dijo ok también y demos recojer conchas ahorita que estamos aqui? Nos quedamos una hora y nos fuimos al río. El agua del rio estabá tibia el agua y hondo pero no se como nadar. Cuando nos ibamos a ir viimos a mi tía y primas. Mi mamá nos dejo que darnos y estuvimos otras horas en el río. Mi mamá y papá se fueron a la casa y mi tía que nos iba a llevar a nuestra casa y si lo hizo. ¡Qué divertido!



107

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Grado: escuela secondaria

Alguien especial que ha Influido en mi vida.

Ha sido alguién muy especial en mi vida, que ha llenado una parte de mi vida, con quién he comportido tantas cosas bellas, desagradables y angustiosas que han pasado en mi vida.

Está personita es un ser humilde, tierno que refleja en su rostro una gran solides de amor. Ella no tiene maldad algúna, ni odio en su corazón, es alguien a quien Dios le dió su corazón para dar amor y apoyo cuando más la necesitan, ella siempre estará halli.

Tiene una vóz tán pasiva, para aconsejar, para responderte tús dudas, es la persona más marivollosa. Pues cuando yo la necesito siempre esta con migo, sobre todo cuando tenia una necesidad de platicar, de desaogarme con alguién, pero para eso ella siempre a mi lado, escuchandome, dandome consejos sanos para salir adelante y no recaer en mis estudios, además en mis problemás.

También recuerdo una frase que siempre me decia; Raquel núnca desmalles ante nada ni ante nadie y eso siempre estara grarado en mi mente, que si puedo hacer las cosas, que yó me proponga las conseguire.

Esas palabras no se me han borrado de mi mente, además núnca las olvidare, por que esé ser ha estado junto ami en las buenas, en las malas, hemos compartido juntas muchisimas alegrias que llegan a nuestras vidas, que las personas pensaban que eramos hermanas. Pues veián el apoyo que me brindaba núnça nos despegabamos, siempre unidas y juntas.

Esta personita que se fué metiendo en mi corazón muy dentro de él, ella logro algo especial de mi, obtuvo mi cariño, confianza, pero sobre todo mucho amor. Ahora pienso; que aúnque transcurra el tiempo, si la muerte me haya llevado, mi memoria siempre recordava a aquella persona insinnificante para muchos, pero para mi significa bastante en mi vida, pues siempre lo sera.

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A ella la quiero mucho, pues en unas ocaciónes, tenia yo un grave problema con mis estudios. Entonces ella me ayudo de tal manera que sus palabras me dieron valor, fuerza para enfrentarlo. Rapidamente recorde la frase que siempre me decia.

Por lo que sali adelante y afronte mi problen que tenia de estudios, al final de esto, sali adelante con fuerza y valentia.

Pero al darme cuenta de la ayuda tan grande que me habia brindado, pues para mi fué algo marivilloso contar con esta persona que me dió mucha felicidad en mi alma.

Todo el cariño que se obtiene solo, es por algúna razón, por que cuando este toca tú corazón de verdad, descubres que es el sentimiento más lindo que existe a parte de amar. Querer a una persona con mucho cariño es algo que se siente mucho más si esa persona te brinda al igual un cariño mutuo.

Refleja en su mirada mucho amor, con su sencilles, ternura, ha sido algo espectacular que llego a llenar un vacio en mi corazón, no importa que la distancia, las fronteras no separen, lo cierto es que núnca se terminará el grán cariño que nos une a las dos. Yo espero algún dia llegar a mi pais, para estar juntas de nuevo, para compartir nuevas cosas.

Lo unico qué siempre le ruego a Dios es que la guarde, la bendiga siempre por todo lo bueno que ha sido. Tanto Dios sabe que en ella no hay maldad y siempre Jesús seguira sus pasos, hacia los caminos de él.

En conclusión para finalisar, quiero decir qué quiero muchisimo a esta joven, la respeto como si fuerá mi propia hermana. Se gano mi amistad, sinceridad, lo más fuerte es mi cariño. Esta persona de quién he hablado tanto es mi la mejor de las amigas, de todas las que he tenido, es la "unica" que verdaderamente conose lo que es la amistad.

La he llegado a querer mucho como si fuera mi propia hermana, ya que ella ha sido la hermana que núnca tuve. Pero le doy muchisimas gracias a Dios por haberla puesto en mi camino, que siempre respetare la amistad, lo que significa que la amistad es algo muy valoroso como todo el oro del mundo.

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A mi amiga Lucrecia le digo que núnca cambie, qué siga siendo la mejor de las amigas.

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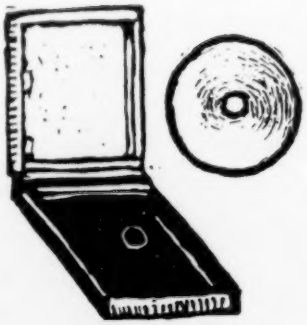
Grado: escuela secundaria

"Mis Backstreet Boys"



Siempre en la vida de las personas hay una gran inspiración; ya sea una inspiración de un deporte, de un trabajo de oficina o simplemente de los padres. Pero en mi caso, mi inspiración a sido un grupo músical, llamados "Backstreet Boys."

"Backstreet Boys," o como a mi me gusta llamarlos, "Mis Backstreet Boys," han sido para mi una gran inspiración; bueno, eso es aparte de mi mamá, (ella también es una inspiración para mi). A los Backstreet Boys, yo los escuché y miré en la televisión por primara vez, cuando tenia 12 o 13 años. Ellos me han convencido a ser fuerte por medio de sus canciones, porque en ellas yo escucho que me dicen, que nunca deje de tratar de hacer lo que quiero ser o hacer y que no importa lo dificíl que sea, yo lo puedo lograr.

Este grupo (Backstreet Boys), siendo uno de los más populares del mundo, me ha influido de muchas maneras, como por ejemplo, me han enseñado a ser fuerte, a nunca parar, a seguir adelante, y a confiar en mi misma (al igual que mi mamá). Algunas veces yo siento que me voy a derrumbar de tantos problemas y todas las tristesas que siento al no estar con "TODA" mi familia, es por eso que siempre cuando me siento sola o necesito relajarme, solo habro la grabadora de discos compactos (CD player), o meto el video casette en la VCR y todos los problemas se desaparecen por lo menos por algunos minutos o tal vez horas.

Los Backstreet Boys no soló me han influido a ser fuerte emocionalmente y ser confidente, sino que también me han ayudado a decidir la carrera que quiero tomar después de graduarme de la universidad. Por supuesto que ahora quiero ser cantante de música "pop" y éste sueño nadie me lo puede quitar.

Christina Aguilera también me ha inspirado a ser cantante, pero no tanto como "Mis Backstreet Boys."

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Como yo ya los conosco (a los Backstreet Boys) "personalmente" (más o menos), por medio de todos los artículos que he leido hacerca de ellos, yo me puedo relacionar con ellos, digo de como han sido sus vidas y la relación que ellos tienen con sus padres. Desafortunadamente, no todos los artistas son felises, algunos de ellos incluyen a todos los Backstreet Boys, porque ellos al igual que yo, han sufrido muchas tristesas que nadie puede controlar o entender. A unos de ellos se les han muerto seres que querián mucho, incluyendo a unos de sus padres y aunque yo no he perdido a ninguna de mis padres, a la cuenta yo he perdido mucho, porque al venir a los Estados Unidos, he perdido la oportunidad estar con toda mi familia.

Ahora si, no nada más porque me gusta cantar y bailar me gustaria ser cantante, sino porque los cantantes ganan mucho dinero, como mis Backstreet Boys, que ahora tienen como 11 o 16 millones de dólares cada uno. Eso si me gustaria tener, para mantenerme por mi misma.

En conclusión, los Backstreet Boys han influido mucho en mi vida, no solo personal sino que también me hacen saber que no importa lo dificíl que éste lo que voy a ser, yo lo puedo lograr. Gracias a "Mis Backstreet Boys," que me han influido tanto, ahora estoy segura de que sí puedo!!

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Classroom Applications and Strategies for Teaching Spanish Writing

> *One of the implications for teachers is to consider how modifications can be made in their instruction and curriculum to help students achieve. Effective pedagogy is not simply teaching subject areas in another language, but instead finding ways to use the language, culture, and experiences of students meaningfully in their education.*
>
> (Nieto, 1996)

During the development phase of the Spanish traits, we heard from many teachers who have tried them out with their students as part of a piloting period. They have had questions, comments, and suggestions for how to teach Spanish writing successfully in classrooms at different grade levels. We are still synthesizing this information and soliciting more strategies from a wider array of teachers as we expand the reach of the Spanish traits. As a result, this section will be completed as the project moves forward and more teachers become involved.

Currently, there are several good sources for setting up bilingual programs that would include Spanish language instruction: U.S. Department of Education, *Programs for English Language Learners,* (1999); Northwest Regional Educational Laboratory, *Bilingual/ESL Program Planning,* (1999); and Freeman & Freeman, (1997).

Please also see the following research on bilingual programs and language acquisition: Cummins, 1979, 1982, 1994, 1999; Krashen, 1982, 1997; Nieto 1996; Thomas & Collier, 1996; Ovando & Collier, 1985; Genesee, 1987; and Cloud, Genessee, & Hamayan, 2000.

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Conclusion

High student achievement is our goal for all students, including English language learners. When we provide opportunities for learning in Spanish, as well as English, outcomes are improved. We hope this writing rubric will help educators work with their students to improve their writing and lead them to academic success.

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Appendix A

Scoring Guides for Sample Papers

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Scoring Guides for Sample Papers

The following scores have been compiled from the work of many bilingual and ESL teachers who carefully scored the papers in this document.

Tema

Como las mariposas agararan manchas

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
3	4	3	3	2	2
3	4	3	2	2	2

Hablar en japones

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
3	3	4	3	3	3
3	3	4	3	4	4

Mi heroe

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
4	4	4	3	3	4
4	4	4	3	2	3

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Los indocumentados

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
4	3	4	3	3	2
3	3	3	3	3	2

Consejos de mi papá

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
3	4	4	3	3	3
4	4	4	3	3	3

Mi lugar preferido

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
3	4	4	4	4	4
4	3	4	3	4	4

La persona que han influido en mi vida

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
5	4	4	4	4	3
4	4	4	4	4	3

Los bailes

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
3	3	4	4	3	3
3	3	4	3	3	3

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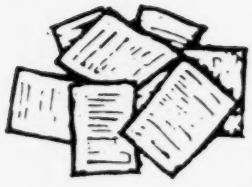
15 años

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
4	4	4	3	3	3
4	3	4	3	3	3

"Mi lugar favorito"

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
3	4	4	3	2	3
3	4	4	3	2	3



Organización

Este cuento fue en las vegas.

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
2	3	2	2	2	2
3	2	2	2	2	2

Un final feliz

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
5	5	4	4	4	5
4	4	4	4	4	4

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Tono y estilo

Como adoptar a los animales

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
3	3	5	3	3	2
3	3	4	3	3	2

Abuelito

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
4	4	4	3	3	4
4	3	4	3	3	4

Una noche divertida

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
3	3	4	3	3	3
3	3	4	3	3	3

Mi autobiografía

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
4	4	5	4	4	3
4	3	5	4	4	3

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Mi vida

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
2	4	4	3	2	4
3	3	3	3	2	4

Noticia

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
3	3	5	3	4	4
3	4	5	3	4	4

6 años

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
5	4	4	4	4	4
4	4	5	4	4	4

Él

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
5	5	5	5	5	5
5	4	5	5	4	5

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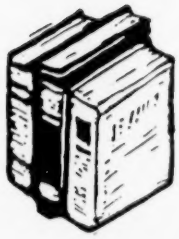

Uso de lenguaje

El lobo ferros

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
4	3	3	4	3	3
4	3	3	4	3	3

Viaje alos pantanos

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
3	2	3	4	3	4
3	2	3	3	2	3

Beísbol

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
4	4	2	2	3	4
4	3	2	2	3	3

La historia de estrella

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
4	4	4	3	3	3
4	4	5	4	3	3

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On Christmas holiday...

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
3	3	2	1	1	2
2	3	2	1	1	1

El chupacabras descripcion

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
4	3	3	4	3	3
4	2	3	3	3	2

Fluidez

Me considero especial...

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
5	4	5	5	5	4
5	3	5	5	5	4

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A.B.C. Gramática y ortografía

En mi salon...

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
2	2	2	2	2	3
2	2	2	2	2	3

Cuando fui a la playa en la vacaciones

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
3	4	4	3	3	3
4	3	4	3	3	3

Alguien especial que ha Influida en mi vida

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
4	5	4	4	4	5
4	5	5	4	4	4

Mis Backstreet Boys

Tema	Organización	Tono y estilo	Uso de lenguaje	Fluidez	Gramática y ortografía
4	4	5	4	3	5
5	4	5	4	3	4

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Appendix B

Project Methodology

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Project Methodology

> *What we choose to evaluate and how we choose to evaluate delivers powerful messages to students about those things we value. Students view their learning and their sense of worth through the lens we help them construct unless they cannot bear to look through it.*
>
> (Regional Educational Laboratories, 1998)

Spanish Writing Leads to Academic Success and Helps Students Meet State Standards

Given all the benefits of bilingual education, it is not surprising that educators develop curriculum and instruction for teaching in Spanish as well as for English. Listening, speaking, reading, and writing are the core of bilingual programs. These are the tools that allow students to study and communicate knowledge in any subject area. Teachers, therefore, devote considerable effort to their literacy programs. Policymakers also frequently focus on student achievement in reading and writing when they write legislation and plan education reforms. Therefore, having effective ways of assessing student abilities in reading and writing Spanish is necessary for classroom and wider policy decisions.

In the last 10 years, every state (with the exception of Iowa) has set up systems of content and performance standards, outlining what students should know and be able to do. Writing standards are always a key component. While we recognize the policy of English expectations in reading and writing on state standards, we believe Spanish instruction leads to English achievement. All students should have an equal opportunity to meet the state standards, but this does not mean that they all need exactly the same instructional program. We want to see a fair assessment of student progress as they develop strong skills in English and Spanish, and we expect

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that students will be bilingual and biliterate by high school graduation at the latest.

Rationale

In our research, we have discovered what bilingual teachers all over the Northwest already know: speaking a second language is a benefit, not a deficit. Spanish-speaking students are more likely to be successful if they learn to read and write in Spanish while also learning English. Benefits for students include a smoother and more effective acquisition of English, enhanced content knowledge and academic skills, improved cognitive processing skills, higher self-esteem, and improved family relations. Therefore, schools should provide instruction in Spanish when the needs of the population demand it, and student progress in Spanish should be followed, just as it is in English. In the area of writing, having a Spanish assessment program that accurately shows what students know and are able to do is essential.

Students who are encouraged to maintain and develop, or who are taught, their native language should be assessed in that language as well as in English. There should be a dual system of curriculum, instruction, and assessment. The goal of this project was to create a trait-based model for Spanish writing. The focus is on rubrics for assessment, but assessment will also clearly guide instruction. The rubrics will provide a basis for training teachers to teach the important traits of Spanish writing as well as how to look for them in student work. Rather than translate the traits of English writing, the goal was to develop a Spanish model "from scratch." In other words, this project required a survey of what researchers and academics have said about Spanish writing and an indepth analysis of Spanish student writing samples.

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Steps of the Development Process

Step One—Research current models of Spanish writing and possible traits. Learn about Spanish assessments currently being used in U.S. classrooms

Please see the bibliography for sources. There is a significant body of research on the efficacy of bilingual programs, and the benefits of bilingual programs are delineated and strongly supported by research. There is also significant information on how current assessments for English language learners (ELLs) are biased. Some works offer suggestions for how to accommodate ELLs. However, there is little specific information on Spanish writing—how to teach it or how to assess it. Several rubrics for scoring writing exist, but they seem to all be translations (with varying degrees of quality) of English rubrics.

Step Two—Solicit student writing samples from bilingual, ESL, and Spanish for native speakers classes

Possible sources of samples came from teachers NWREL has worked with before and from local districts known to have significant Latino populations. Teachers at all levels were asked to send in samples on a voluntary basis. No specific writing prompt was required. Students could write on any topic, but their work had to be student-revised only and not heavily marked by teachers. It was also requested that samples be no more than a page long. We received samples from all grade levels (K-12) from the following districts:

- Oregon: Beaverton, Forest Grove, Hillsboro, Phoenix-Talent, Salem-Keizer
- Washington: Vancouver, White Salmon, Sunnyside, Yakima, Pasco
- California: El Toyon, Oakland
- Colorado: Lafayette, St. Vrain Valley

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Step Three—Solicit bilingual/ESL teachers to assist with process of analysis

A search for volunteers was done only in Oregon and Washington because it would be easier to pilot in districts geographically close to the Northwest Regional Educational Laboratory. We hoped to have teachers from a wide range of grade levels and as many districts as possible. Teachers were not offered pay, but their expenses were paid, and they were offered the chance to be the first to try out any materials developed. Seventeen teachers volunteered, and 15 attended the series of meetings. They represented eight districts in Oregon and Washington. All grades except fifth were represented, and two district-level administrators also attended. One was a writing/language arts coordinator, and the other was an ESL/special education coordinator.

Step Four—Meet with teachers to analyze papers

The teachers formed an advisory group and met in Portland for two days, December 16 and 17, 1999. The purpose of the project was explained to them and, although some of them were familiar with the Six Traits of Writing in English, they agreed that a translation was not ideal and they went into this process with "fresh eyes." First, they were asked to look at sets of samples of student writing selected from their own grade levels. They were asked to rank them from low to high and to write comments about how they made their decisions. Second, they discussed their choices in small groups and created lists of qualities to describe low, medium, and high papers. They discussed the reasons for what makes high papers high. Then they analyzed several more papers in their groups. Third, they came back together as a large group to report their results, focusing on the traits that they found in the writing. Fourth, they closely examined their lists for overlapping ideas and came up with seven traits. These traits represent what they, as a group, believe constitutes effective Spanish writing. These discussions were animated as the teachers struggled to define what they believe high quality looks like. In particular, there were discussions about the importance of conventions, the idiosyncrasies of Spanish organization, and the differences between word choice, fluency, and style. Fifth, they were asked to create scoring rubrics for their grade levels for each of the

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traits. This was time-consuming, and the result at the end of two days was still fairly skeletal.

Step Five—Complete revisions

A draft of what they produced was typed and sent out to the advisory group and to other bilingual/ESL educators who had heard about the project and had requested to be placed on the mailing list. The draft was also sent to a few external reviewers with research experience with bilingual education. They were all asked to review the documents and make comments. They were also asked to look for exemplary student writing samples from their students. Revisions were made based on comments, and the original group of teachers was asked to pilot the traits with their students. NWREL staff made observations of piloting classrooms, information was compiled, and a final draft was completed. Teachers were asked to return for meetings to check the accuracy of the rubrics and to plan future trainings.

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Appendix C

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132

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134

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139

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http://www.ed.gov/

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http://ericae.net/nav-sintbod.htm

ERIC Clearinghouse on Assessment and Evaluation: Test locator
http://ericae.net/testcol.htm

National Capital Language Resource Center: Foreign Language Testing Database
http://www.cal.org/cal/db/flt/flt-dir.htm

National Clearinghouse for Bilingual Education: Frequently asked questions
http://www.ncbe.gwu.edu/askncbe/faqs/

WestEd: Promising practices in assessment database
http://assessment.wested.org/ppad

ERIC Database: Search
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